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ABSTRACT

This collection contains descriptions of model entrepreneurship education programs submitted by 10 states. The first section deals with the Colorado Network of Small Business Programs and the Colorado Entrepreneurship Education Infusion Project. Described next is a model teacher education program in entrepreneurship education that was implemented in Illinois. The next section outlines a modification of the original Minnesota Model of Small Business Management. Examined in the next two chapters are the Gifted and Talented Entrepreneurship Training Program from New Jersey and the Can I Make Working Work for Me? program from New York. A section on Ohio includes information on model secondary, adult, and postsecondary entrepreneurship education programs; development of successful entrepreneurship through vocational education for secondary and adult students; infusion of entrepreneurship education; and collaboration for entrepreneurship workshops. Following this, the Southeast Oklahoma Rural Entrepreneurship/Industry Demonstration Center project is described. The next section includes information on the Small Business Administration/Development Center and other selected entrepreneurship programs from Oregon. Discussed in a section on Tennesse are model programs for secondary vocational students, adults, and advanced marketing students as well as significant characteristics of the incubation concept. Model programs from Wisconsin are also described. (MN)

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MODEL ENTREPRENEURSHIP PROGRAMS

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National Entrepreneurship Education Consortium

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210-1090

1986

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- Developing educational programs and products
- Evaluating individual program needs and outcomes
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FOREWORD

Entrepreneurship education has been delivered by many persons and agencies via a magnitude of programs in a variety of settings. Since the mid-1970s, however, vocational education has assumed a very active role in the movement through curriculum development, conferences, seminars, workshops, and state task forces. One of the most visible activities that the vocational community has sponsored is the organization of a National Entrepreneurship Education Consortium. The consortium, with a current membership of 20 states, has sponsored the development of this book of entrepreneurship education model programs as part of their first year scope of work.

To identify the exemplary programs, consortium members were surveyed and requested to submit descriptions of entrepreneurship programs within their state. As a result of the survey, ten states (Colorado, Illinois, Minnesota, New Jersey, New York, Ohio, Oklahoma, Oregon, Tennessee, Wisconsin) submitted programs for inclusion in this publication.

The National Center expresses its appreciation to the following state liaison consortium members for their program submissions:

- Marj Leaming, Colorado, State Department of Education
- Nona Denton, Illinois State Department of Education
- Lynda Rago, Minnesota State Department of Education
- Ann DeAngelo, New Jersey State Department of Education
- David Gillette, New York State Department of Education
- Sonia Price, Ohio State Department of Education
- Ann Benson, Oklahoma State Department of Education
- Margaret Stamps, Oregon State Department of Education
- Don Maloney, Tennessee State Department of Education
- William Marotz, Wisconsin State Department of Education

The National Center wishes to acknowledge the leadership provided to this effort by Dr. Robert E. Taylor, recently retired Executive Director. The National Center is further indebted to the staff members who worked on this publication. The document was compiled in the Personnel Development Field Services Division, Mark Newton, Associate Director; Cathy Ashmore, Program Director; Novella Ross, Project Director; and Paula Kurth, publication coordinator. Final editorial review of the paper was provided by Judy Balogh of the National Center's editorial services area.

Chester Hansen
Acting Executive Director
The National Center for Research
in Vocational Education

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The National Entrepreneurship Education Consortium was formed in 1984 as a partnership between the National Center for Research in Vocational Education and 19 states. In 1985, the Consortium has expanded to a membership of 20 states: Alaska, California, Colorado, Guam, Illinois, Iowa, Kentucky, Louisiana, Massachusetts, Minnesota, Missouri, Nebraska, New York, North Carolina, Ohio, Oklahoma, Oregon, Tennessee, West Virginia and Wisconsin. The consortium serves as a national forum in which participating states can plan and organize their respective entrepreneurship education programs. Leadership and development ideas are generated as information is shared. The fundamental purpose of the consortium, then, is to allow state vocational education directors to join in a common effort to infuse entrepreneurship education across all levels of vocational education while reserving each state's right to direct entrepreneurship education within its own boundaries.

The consortium, recognizing the need to be aware of the many diverse programs in existence to educate the potential and existing entrepreneur, requested that the National Center for Research in Vocational Education assist them in developing a book of model entrepreneurship programs. Therefore, National Center staff contacted the consortium member states in the spring of 1985, obtained descriptions of model programs from ten of the states, and compiled the descriptions into this publication.

The term "model programs" is a broad term. Webster's New Collegiate Dictionary (1981) defines a model as (1) "an example for imitation or emulation" and (2) "a plan or system under which action may be taken toward a goal." The items submitted by ten of the National Entrepreneurship Education Consortium states fall under these definitions.

The model programs included herein represent curriculum examples, course descriptions, and network descriptions. What ties them together is the fact that all are examples that can be emulated to develop a better understanding of entrepreneurship education. All programs in this publication have one other thing in common: they are all targeted for students (secondary, post-secondary, or adults) who need to be made aware of entrepreneurship as a career option, who already possess an interest in becoming an entrepreneur and wish to explore the option further, or who are already entrepreneurs but wish to improve their entrepreneurial skills.

To facilitate the use of this document, the programs are indexed by state classification. The states are presented in alphabetic order. For every program, contact information is provided to facilitate communication between the program and the person(s) wishing to replicate the program. Replicability and quality of programs presented was determined by the persons who submitted the programs.

Colorado

COLORADO NETWORK
OF
SMALL BUSINESS SERVICE PROGRAMS

Introduction

In promoting long-term economic health in the state of Colorado, it is essential to facilitate the development of new business enterprise and the improvement of skills of current business owners through training assistance, particularly in the areas of marketing, management, and finance. Whereas many obstacles adversely affect the development, growth, and longevity of business activity, training assistance clearly provides a significant role in the support and enhancement of economic growth. Training and education, therefore, are being provided through a network of small business service programs in Colorado.

The Division of Occupational Education, State Board for Community Colleges and Occupational Education, has the capability of providing valuable direction and support to entrepreneurs and the business enterprise through education, training, resources, and counseling. This is being accomplished by using the postsecondary vocational education delivery system that consists of vocational technical centers, local district junior colleges, and state system community colleges. The vocational faculty and their program advisory committees representing local business and industry work in concert with expert resource people and training resources in their local community.

A statewide network of resources provides education and training in each service region. The network develops and outlines planning inservice activities, including client counseling options that meet guidelines for entrepreneurship education. This includes scheduling and identifying locations with consideration for unique needs of the local business community to meet the following objectives:

- To assist in the maintenance and growth of existing business enterprises by encouraging the development of creativity and innovation
- To awaken the spirit of entrepreneurship in individuals and provide them with skills and knowledge to own and operate a business
- To create the opportunities of community growth, economic development, and sponsorship of new business enterprise
- To provide for lifelong entrepreneurship education and training

This program began with a series of workshops to obtain the input from a variety of representations: economic development, community growth, advisory committees/councils, vocational administration, community and junior college administration, local entrepreneurs, vocational instructors, continuing education instructors, and teacher educators. The first workshop featured the Small Business Administration (SBA) and the American Association of Community and Junior Colleges (AACJC). Dr. Carol Eliason of AACJC and the regional SBA

management assistance director, Mr. Ray Dowdle, provided an overview of various models found nationwide, as well as some suggestions appropriate for Colorado. The second workshop focused on an economic development model for depressed areas of the state. In the third workshop, the comprehensive model, which is the basis for the current network, was first presented for reactions. A fourth workshop featured the small business management in rural areas that combine retail and agribusinesses. The fifth workshop disseminated research on infusing microcomputers in entrepreneurship education. Additional workshops are scheduled for training and inservice for the postsecondary network.

Presently, many Colorado institutions have incorporated all or some components of the model, and it is hoped that, over a period of time, additional components will be implemented until there is a full selection of training and services for entrepreneurs at all of our postsecondary institutions. Small Business Service programs are now at eight postsecondary institutions, including six state system community colleges, one local district junior college, and one area vocational-technical center.

Program Components

The Colorado Network of Small Business Service Programs consists of six components: an information center, clinics, seminars, training centers, technical assistance, and support to the incubation center. The following is a brief synopsis of the six components.

Information center. The information center provides written materials and a referral service to small business. States wishing to replicate this model may wish to begin with this component since it is undoubtedly the easiest component for institutions to implement. Requirements include a collection of books, periodicals, and materials published by local, state, and federal agencies in the establishment and operation of business in the state. Most of Colorado's business instructors already had a library of textbooks and collected sample forms and pertinent materials for entrepreneurs for their use in business courses. The next step was to make these collections of resources available to the business community. By establishing an information center, an individual interested in starting a business can call the local business division of the college or vocational-technical center and ask pertinent questions. The instructor can either meet with that individual or refer him or her to the appropriate agency for technical assistance.

Clinics. Clinics are used by some of the universities in Colorado that offer programs in business management. The basic concept of clinics is to arrange an "executive dialogue session" where a discussion with an expert in a particular field is facilitated. This approach allows small businesses to meet and interact with experts on specific issues. In return, the specialists have an opportunity to meet prospective clients, as well as provide a community service. Many colleges and area vocational-technical centers provide clinics by assembling members of their local program advisory committees who are practitioners and inviting members of the local community for a discussion on various issues. The use of clinics has been quite successful in getting

community backing and the interest of small businesses. It has also served as a means of recruiting for the seminars and courses in the Small Business Management programs.

Seminars. Seminars are short-term and focus on special issues. They are often a part of a lecture series. Several of the community colleges have collaborated with the local chamber of commerce, the small business administration-management assistance, and financial institutions to provide excellent seminars on topics such as new tax laws, legal requirements on warranties, developing newspaper ads, and so forth.

Training centers. The training center component involves a combination of courses, either credit or noncredit. Certificates, programs or degrees in small business, as well as management certificates with small business options, are offered in most of the postsecondary institutions. Many of these courses are offered in the evenings or on weekends.

Technical assistance. Technical assistance, individualized instruction, or one-on-one counseling provide a much needed service for business practitioners. Some small businesses seek seminars and clinics to solve problems that they experience in their businesses. To provide more specific application of information, many programs have added the client counseling or individualized instruction component to their offerings.

Support to Incubation Center. The final component of the model is support to the incubation center. Colorado is pleased to have the first incubator west of the Mississippi River. The approach taken in Pueblo, Colorado, is unique in that it calls for a support network that includes collaboration with the college, economic development, city management, chamber of commerce, SCORE/ACE, financial institutions, local business, and others in the planning, implementation, and operation stages. The sector must provide educational support and training in line with the long-range community economic revitalization plan.

Cost/Benefit

Costs include acquiring materials, equipment, course ware, curriculum, salaries for instructional and support staff, travel, and space. Benefits include improved business-community relations, increased goodwill, enhanced coordination with other agencies and organizations involved in economic development, and the provision of a needed service to the community.

Funding Sources

Funding sources for Colorado's network include postsecondary funds for state system community colleges, for local district junior colleges, and for area vocational schools.

Evaluation

Information will be gathered through a network database. Preliminary field service reports and quarterly reports, however, indicate that the network is making a strong contribution to the economic development of the local business communities.

Replicability

This network may be replicated at the local or state level. For more information, contact:

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NOTE: Following are descriptions of the network's school-based Small Business Service programs by community college and area vocational-technical school. Contact information is provided for each institution.

Business Assistance Center
Colorado Mountain College

Over the past 5 years, Colorado Mountain College has offered a variety of small business managemcnt courses for business owners needing upgrading or training. These courses are delivered by community centers.

Each center, through its Educational Focus Committee determines the educational training needs for its respective area. Once these needs are determined, courses, seminars, and workshops are developed and implemented. Examples of such offerings include Motivational Management, Employee Attitude, Training and Development, and Supervisory Skills and Development.

Audience to Be Served

The Colorado Mountain College service area encompasses approximately 12,000 square miles with an economic base composed primarly of agriculture, ski resort tourism, mining, and energy industries. The lift companies at the major ski resorts, and the mining industry are the only businesses that employ more than 50 employees, thus the majority of the businesses in the college area are small business enterprises with fewer than 50 employees. The model program is designed to serve these businesses as well as entrepreneurs who intend to open a new business (postsecondary and adult students).

Geographic/Service Area Characteristics

Colorado Mountain College is located in northwestern Colorado. The communities within the service area lie in a beautiful, rugged mountainous terrain. The winters are harsh, making travel difficult at times, whereas the summer months are warm and pleasant. The Colorado Mountain College district is an economically depressed area with a relatively high unemployment rate and a population with a large number of underemployed people.

The college serves nine counties through three operating campuses: Steamboat Springs, Leadville, and Glenwood Springs. These campuses primarily focus on education and training for the traditional full-time student.

In addition, the college serves the adult and nontraditional student through 9 community education centers located in major communities within the service area. A comprehensive program, with offerings ranging from self-improvement, recreation, and physical activities courses to degree and certificate programs, are provided at these centers. This is a model system for reaching the adult population with education and training activities.

Key Goals and Objectives of the Program

The Colorado Mountain College district has areas of unemployment as high as 14 percent and a regional unemployment averaging 8 percent. Small business

failure rate in tourism support is well above the national norm. More than 58 percent of small business has failed in certain resort communities. The resort industry itself has been plagued with employee turnover and with specific downturns in hunting, outfitting and guiding, and motel and hotel bookings.

The potential economic support provided by new economic development, entrepreneural activities, relocation, and expansion has been largely unsuccessful and overlooked in Colorado's mountain communities. Weather, costs, employment stability, transportation, access to raw materials, and available building space has deterred significant economic expansion outside of tourism.

Colorado Mountain College recognizes the need to enhance its small business support and to serve as a significant resource to small business, small business development, and the survival rate of business itself. Other resources, such as JTPA, economic development funds, financial packages, preservice/inservice training programs, and public policy support effecting employment stability, can all be brought together through the efforts of Colorado Mountain College's Business Assistance Center. Clearly, the college needs to consolidate its business programs to enhance the service capability and to actively market those capabilities throughout the nine county district.

Sponsors and Affiliations

The model program is sponsored by Colorado Mountain College with cooperation and supervision by the Colorado State Board for Community Colleges and Occupational Education. The Business Assistance Center, developed through the collaborative efforts of an ad hoc task group composed of a variety of college administrators, business instructors, Educational Focus Committees composed of business and industry leaders from the community (each community served has its own Educational Focus Committee) and a Business Assistance Advisory Committee.

Educational or Principal Program Strategies and Content

Services to be provided by the Business Assistance Center include training programs, technical assistance, workshops, resource facilitation, consultation advising, research, job placement, preservice training and placement center for new employees, symposia, conferences, seminars, speakers bureau, financing strategies, economic development strategies, and incubator services.

Previous experience with small business training helped to identify some of the specific businesses and industries. However, the development of the Business Assistance Center will create the additional database required for future curricular planning. Through the Business Assistance Center, a variety of services will be provided to stimulate economic development and recovery in the college district.

The Business Assistance Center is to be staffed with a director, administrative aide, and five business administration program directors. The

director will coordinate all of the activities of the Business Assistance Center. The program directors will be assigned to a regionalized service area and through work with Educational Focus Committees and the Advisory Committee pull together the necessary resources to assist the business communities within the district.

The Business Assistance Center will deliver the following types of services:

- Counseling by qualified business instructors to individuals who are planning to open a new business or to small business operators who need assistance
- Referral for counseling by community business specialists
- Referral to an appropriate training course or program
- Referral to an appropriate workshop or seminar
- Learning experiences through scheduling large and small symposia with nationally recognized business specialists as presenters
- Preservice and inservice training programs for entry-level employment skills development and skills upgrading
- Other activities deemed necessary to assist small businessmen in the college district

Provisions for Facilities and Equipment

The college anticipates utilizing 12 of its facilities in the 9 counties that it serves. These facilities were selected to be readily available to public access and are along public transportation routes or in close proximity to population centers. The college believes that outreach efforts to smaller communities can be made by making available itinerant instructors and other support services.

In 1982, Colorado Mountain College made a significant step to upgrade its computer training and support capabilities. A major component of the Small Business Center will be computer training for financial, inventory, and data management. Computer equipment, including word processing training materials, is available for the Small Business Center itself and other office support. General office equipment is also available to be assigned to this project. Additional training equipment is being solicitated from industrial contacts.

Current Activities/Projects

The initial intent was to develop local advisory and marketing support designed to improve linkages with small business and coordination of small

business activities. In the first 6 months of the project, leadership from government, financial institutions, and business was pulled together to project short- and long-term needs and goals for small business support. These individuals were asked to assist in the development of a marketing/delivery strategy. They continue to maintain advisory and evaluation positions as the activities are implemented by the small business support throughout the district. These groups will be allowed a maximum degree of involvement and exposure to ensure that small business support is directly dedicated to the needs of the specific community.

The need of the small mining community is considerably different than a community with an agricultural base. The intention of these committees is to directly serve the interest of their particular area. Systematic review of small business and small business development is to be conducted by a local staff of Colorado Mountain College personnel assigned to this project. Local resources will be called upon, and in addition, a small business support center will provide services to the full district and help to identify either internal or external resources to be dedicated to support local needs. Vocational program development will be considered. Employee pools consolidated from small businesses, and programs will be developed to meet specific business grouping interests. Operational management training and preservice and inservice employee training will be made available to the prospective communities.

Presently, the Business Assistance Advisory Committee is in the formative stages with the conceptual phase and partial implementation stage in place. Job descriptions for the director and program directors have been developed and are ready for dissemination. Three itinerant instructors have been named and are working with the ad hoc committee on plans for delivery of instruction and training.

A series of entrepreneurial seminars have been developed and are being offered throughout the district. This seminar series is cosponsored by Colorado Mountain College and the Steamboat Springs Chamber Resort Association. Such topics as Picking the Right Small Business and Feasibility Studies, Home-Based Business Start Up, Direct Mail Marketing, Marketing and Sales Promotion, Small Business Computers, Small Business Advertising, Opportunities in Exporting, Financial Planning, Sources of Capital, Supervisory Skills, Applied Supervision, and Motivational Management are covered.

Sources of Support

The Business Assistance Center will be operating on a full-time basis by July 1985. The Small Business Center is funded for initial start up with $2,000 of support provided by the Colorado State Board for Community Colleges and Occupational Education. Continuation of the program will be approximately $50,000 new program development funds provided by Colorado Mountain College. Maintenance of the program will be funded through college general fund expenditures.

Results and Recommendations, Cost/Benefit, Replicability, and Evaluation

The apparent interest in the entrepreneurship seminar series is a positive indicator that the model program will be successful. In addition, the positive reception by the Educational Focus Committee members and the excitement expressed by community leaders also represent successful indicators.

Cost/benefit conclusions cannot be determined at this time, however, it is apparent that business delivery costs will be reduced with a large increase in benefits to both the college and the business community.

The model program being established at Colorado Mountain College can easily be implemented at other institutions. Although the program applies best to a multiple location college, it is easily adaptable for a single location institution.

Through the Business Assistance Center, a variety of services are being planned to stimulate economic development and recovery in the College district.

Evaluation criteria will include but not be limited to the following:

- Number of individuals serving via training including courses, workshops, symposia, seminars
- Job placements
- Technical assistance services
- Database expansion
- Consultations
- Curricular refinement and enhancement
- Business Assistance Advisory Committee and Educational Focus Committee reports

Assessment and evaluation of progress will be on a continual basis and summary reports will be prepared.

For more details, contact:

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Small Business Management Program
Lamar Community College

Four counties, covering approximately 7,899 square miles with a combined population of 23,339 fall within Lamar Community College's service area in southeast Colorado. This large area does not lessen the need for, nor the interest in, education. All citizens who desire and require educational services that provide knowledge and skills for success, deserve to be served. Moreover, there is a severe limit to small business management learning experiences in the rural areas.

The economy within Lamar Community College's service area is primarily agricultural; however, diversification of the economic base occurred during the spring of 1981 with the opening of the Neoplan Bus Manufacturing Company in Lamar. The establishment of this industry, together with several smaller satellite industries, served as an economic stabilization to the declining agricultural economy of the past several years. This activity has increased the need and opportunity for small agribusinesses, retail businesses, and small business enterprise. The new industries have created more than 1,600 new jobs, and $7.5 million in new income was generated in 1982.

Audience

The target group for the Small Business Management program will be present owners and operators of small agribusinesses and retail businesses in the area, with initial emphasis directed to Lamar proper. Expansion of the program to the outlying communities and prospective entrepreneurs is planned during the second and third years of the program. An anticipated enrollment of 25 units is planned for the first year generating approximately 10 annual full-time equivalents.

Purposes and Objectives of Model Program

The Small Business Management curriculum is designed to provide small agribusinesses, retail businesses, and small business owners with the tools to make sound business decisions based on analysis of accurate records. Accurate record keeping and the knowledge of economic principles and the decision-making process are imperative for a profitable small business operation. There must be a continuous process of identifying problems and establishing alternative solutions.

As an instructional program, Small Business Management is based on the philosophy that a strong knowledgeable foundation occurs when instructional units are specific and presented in a sequential manner. The small business owner or operator must understand the logical organization of activities that lead to making sound decisions.

Designed as an adult education program, Small Business Management will assist owners and operators of agribusinesses and retail businesses and entrepreneurs in understanding and developing basic skills for successful operation

and potential growth. Specifically, the Small Business Management curriculum is designed to do the following:

- Assist small business owners and operators in establishing their own immediate, short- and long-term goals
- Recognize the importance and necessity of an accurate record keeping system
- Analyze and interpret business records
- Apply economic principles to the management, operation, and possible expansion of the small business
- Utilize available data to improve the organization and efficiency of the business
- Analyze the long-term economic effect of current and future decisions
- Provide training in the utilization of computerized record keeping
- Encourage the small business owner and operator to become familiar with the computer and the role the computer can play in formal business decision making

Procedures

The small business management program curriculum will closely resemble that of the Farm/Ranch Management presently being offered at Lamar Community College. Farm/Ranch Business Management began in October 1983 and presently has an enrollment of 27 farm/ranch units generating 10.0 annual full-time equivalents. Based upon community support and interest in the Farm/Ranch Business Management, Lamar Community College has been established as the state system pilot program for Small Business Management. All program information and follow-up will be made available to other state institutions upon request.

Classes will be planned on a regular monthly/weekly basis with each session dealing with a specific topic as indicated in the course of study. Targeted to the small agribusiness or retail business owner and operator or the entrepreneur, members of their families, and related service personnel, discussion and exchange of ideas will be an important part of class meetings.

Classroom instruction will be supplemented by special workshops or seminars addressing specific areas of interest expressed by the enrollees. Individuals with expertise in the areas of inventory control, credit management, advertising, sales promotion, and various other areas will be used as resource people for these workshops and seminars.

Sources of Support

Facilities--office and classroom space, including a computer laboratory--will be furnished by Lamar Community College at no cost to the project. Local small business owners and operators have indicated support for the program with two units accepting membership on the Small Business Management Advisory Committee. Financial institutions have endorsed the program and indicated a willingness to refer individuals for enrollment.

Evaluation

Results of first year's program enrollment plus program strengths and weaknesses will be used to evaluate the feasibility of a self-supporting program in Small Business Management at Lamar Community College. All year-end data will be made available to interested parties and serve as a basis for determining implementation of other programs throughout the State of Colorado.

Expected Contribution or Potential Impact on Vocational Education

Small Business Management will provide knowledge and understanding of management skills for the small business owner and operator. This knowledge will increase the chances of survival and expansion for small businesses as owners and operators acquire the skills to "manage" rather than "run" their operations.

Major evaluation criteria will be the establishment of a quality Small Businss Management Program in southeastern Colorado. This will be based on the number of classes, number of enrollees, and quality of instruction. The program will be continually monitored by the Small Business Management Advisory Committee and the Lamar Community College administration. Representation on the advisory committee will include the following:

- SCORE representative from college's service area
- Financial institution representative
- Bookkeeping and accounting representatives
- Representatives of small business units enrolled in program
- Business division chairperson at Lamar Community College
- Minority small business owner and operator

For more details, contact:

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Small Business Service Program
Larimer County Voc-Tech Center

The population of Larimer County increased approximately 65 percent during the past decade (1970-1980) with an annual average increase of 6.34 percent. The population of the state as a whole increased approximately 30 percent with an annual average of 3.08 percent. A projected growth rate will continue to be supported by high migration rates as was the pattern for the 1970-1980 decade.

The relatively low unemployment rates in Colorado are partially explained by the number of persons that are self-employed. There is 1 business for every 43 people in the state. The city of Fort Collins presently has over 1,200 retail sales licenses that are active. This equates to 1 retail outlet for every 63 residents of the city. Larimer County has approximately 7,000 businesses with approximately 26-28 percent owned or operated by women and approximately 7-8 percent by minority classifications. The county population is approximately 175,000 people, with most employment occurring in retail, services, and government. The economic base is fostered by agriculture, high-technology business, and a state university.

Audience

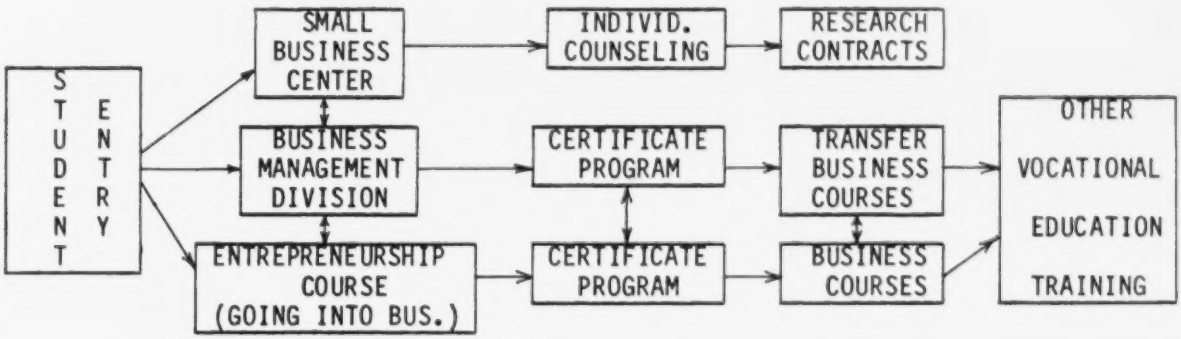
The Small Business Service program at Larimer County Vocational-Technical Center will infuse career awareness into regular classes for secondary students and provide postsecondary and adult instruction, with emphasis on practical application in management skills, to entry-level entrepreneurs, existing small business owners and operators, and employers with need for on-site employee training. The program is targeted for Larimer County. Assistance and instruction is targeted to the Greater Larimer trade area of northern Colorado.

Goals and Purpose

The key goals of the Small Business Service program are as follows:

- To develop awareness for the need to acquire managerial skills
- To develop awareness for the need for lifelong learning
- To assist in economic growth and development
- To coordinate and collaborate with other efforts toward these goals

Students entering the program may follow one of three major paths, as depicted here.



To carry out the goals, the program will do the following:

- Offer assistance to existing businesses through course work, seminars, workshops, clinics, technical research, reports and publications, individual and private counseling, and continuing programs of related training.
- Create an awareness in the business community of the need to understand and continuously review the techniques that develop consistency and competence.
- Help sponsor joint efforts regarding economic development through incubuator and venture capital systems.
- Infuse vocational education training techniques into traditional business management curricula by localizing the instructional material.
- Maintain appropriate accessibility for those who most need the assistance.
- Establish articulated collaboration with other organizations in order to produce the most beneficial delivery of services possible; and reduce duplication of effort and cost by this efficiency move.
- Participate in network systems in order to more clearly define the critical areas of "needs" and "methods."
- Establish a Small Business Center, a Business Management Division, and a program of related technical assistance that work independently not only within the scope of the individual needs of the student/client, but concurrently maintain an interrelated facilitation of the delivery of small business management information/assistance.

- Promote an awareness that a lifelong process of self-improvement will be a realistic requirement in the decades ahead.

- Strengthen the relationship of vocational education within the business community.

- Properly prepare would-be entrepreneurs with skills in management in order to reduce the possibility of failure. The benefits are: increased employment, economic expansion, tax base stability, and a positive and progressive sharing of values by everyone involved.

- Invite challenge to the classroom and in time generate energy into the community in the form of creativity and innovation.

Provision for Facilities

Appropriate space is currently unavailable at Larimer County Voc-Tech for the operation of the Small Business Center. The Voc-Tech facility has a 97.9 percent utilization rate for the prime times during weekdays, evenings, and Saturdays.

It is important that a location be identified that will provide visibility and ready access to clients. One of the first duties of the advisory committee will be to identify a viable location for the Small Business Center. Classes and seminars will continue to be offered on the Voc-Tech site. Currently under consideration is the rental of space at the new state services building located one block from South College Avenue in Fort Collins. This location would provide visibility as well as the opportunity for close articulation with the Economic Development Committee of the Private Industry Council, the extensive Larimer County business database established by the Job Develop's Network and Job Service, and the various state offices that provide regulation and services to small businesses.

Provisions for Equipment

The Small Business Center will have access to any equipment and furniture on the Voc-Tech inventory. This will include access to micro and mainframe computer capabilities as well as the central word processing service. The photographic, printing, and duplication services of the Instructional Media Center will be available as needed.

Leadership

The program will be headed by the director, whose experience is reinforced by input and service provided by SCORE representatives, local CPAs, attorneys, bankers, and local entrepreneurs. The instructional staff for the business management courses will include vocationally credentialled personnel who are formally educated in business.

Affiliation

Under the guidance of the advisory committee for the program, all possible collaboration and affiliation is urged. The planning and delivering of clinics, workshops, and seminars includes other local agencies, associations, and organizations.

Educational Principles

The educational training in the Business Management Department of the institution is divided into two programs leading to certificates of completion. The certificate in business management focuses on principles, concepts, theories, and fundamentals of management in each concentration. The certificate in entrepreneurship consists of a series of courses that are specific, practical, and localized. The center offers individualized counselling for the student/client who may require personalized assistance. The thrust of the content is in the areas of management, finance, marketing, and control.

Current Projects

The current projects of the program are these:

- On-site courses for employers to offer employees who desire to benefit from upgrading skills in specific areas
- A 10-week seminar offered 4 times per year for the student/client who wishes to start a business in Larimer County
- A complimentary annual report for community use regarding current economic factors, possible trends, and commentary on future possibilities
- General promoting of communitywide awareness for the need to encourage entrepreneurial activity

Funding

Start-up (seed) funds were secured through a state grant. Continued operations will require additional grants, contributions, and enrollment reimbursement.

Results and Recommendations

The program was initiated in March 1985. Much is still in the planning and organizational stage. However, community support in enrollment has indicated what needs assessment surveys had predicted; the participation has exceeded the expected.

The ideal settings for small business assistance programs are the community colleges and area vocational schools [illegible] built-in, close relationship to the business community, and the highly [illegible] nature of the operations, creates a workable link with economic development, job placement, ongoing training, and a spirit of cooperation.

Cost/Benefit Analysis

At this point, this program can only be realistically measured in short-term effects in "employment generation" by those completers who in fact opened and succeeded in a local enterprise.

Replicability

The model for Larimer County is a function of that which was needed. It is worthy of consideration by areas with similar circumstances and conditions.

Evaluation

Proper long-term evaluation involves consideration of certain variables that for the most part are by-products of the direct service. Short-term evaluation at this point consists of advisory guidance and student/client feedback.

For more details, contact:

Michael N. Hill, Director
Business Management Center
Larimer County Voc-Tech Center
P.O. Box 2397
Fort Collins, CO 80522
303-226-2500

Small Business Information Center
Technical Assistance to Business
Morgan Community College

Morgan Community College (MCC) recognizes the need for support to small businesses in order to encourage economic growth and more employment opportunities. The college serves a five-county region (Morgan, Washington, Yuma, Kit Carson, and Lincoln) with small towns scattered throughout. "Satellite" classes are currently being offered all the way to Burlington near the Kansas border and along the I-70 corridor toward Bennett and Byers. If the college is to be effective in promoting small business activities throughout this broad region, it will need to service these remote locations as well as businesses within the more populated Morgan County.

Within the town of Fort Morgan alone are 617 small businesses. These businesses, along with others in the many towns throughout the service area, currently have no recourse for support and training other than the Small Business Administration or their own chambers of commerce. Morgan Community College is ideally suited within this region to provide the kind of technological, managerial, and general business assistance and education in a unique, individualized manner. The idea of offering services and training to small businesses has been presented to and enthusiastically received by local business organizations and chambers of commerce.

In direct discussions with business people throughout the service area, a need for support on an individual basis has been stated again and again. The college can be a direct resource to help these people (1) identify better methods of operation, whether by a manual or computerized system; (2) increase skills in advertising, accounting, and so forth; and (3) become more effectively involved with human relations and employee assessment. All of this will ultimately promote the economic growth and prosperity of the region.

This program is designed to take assistance to small businesses and will use the acronym TAB (technical assistance to business) as opposed to the center concept. This emphasis will be in the five-county service area. It is believed that it makes little sense to promote the center concept to small businesses in Burlington some 150 miles away from campus. Rather, it is the college's responsibility to take technical assistance to the businesses in Burlington through a delivery system that is a departure from the total center concept.

Small Business Information Center

The MCC Small Business Information Center project is a pilot program for rural northeastern Colorado. Through personalized assistance, workshops, miniclasses, and computer database availability, MCC is able to provide training to small business owners or managers and entrepreneurs throughout the five-county region served by Morgan Community College who are otherwise unable to take advantage of the more traditional classroom activities offered at a

community college. The purpose of the training is to increase the effectiveness, skills, and knowledge of small business people within their existing businesses or to help the entrepreneur get the proper start in a new business. Further, since MCC has recently acquired the MESA Vocational Assessment package, this computerized service will be offered to employers to aid them in matching job applicants with the most appropriate tasks.

Technical Assistance to Business Team

A Technical Assistance to Business Team is serving businesses on site. A member of the team confers with the small business person about his or her particular need (e.g., computer training, marketing skills, accounting, or bookkeeping skills) and contracts with that person to provide the appropriate help and training. Where appropriate, the team will use capable students so as to accomplish the twofold task of business service and internship.

Much of this program is delivered off campus, at the small business establishments being served. A portion of the Learning Resource Center houses the Small Business Information Center.

Activities

Following is a list of activities that will be most helpful and feasible. The center is to be equipped with a computer whereby contacts will be able to access information for general business operation and to search larger national databases available for business education or economic information.

To date, the following have been established (1) an advisory committee, (2) a team of staff members to guide the project in its early stages, (3) an area within the Learning Resource Center to house the information coming in from private and public agencies devoted to small business management, and (4) planned clinics. The local advisory committee is the Small Business Council branch of the Fort Morgan Chamber of Commerce. Evaluations by this group as well as those from state supervisors will be used.

For more details, contact:

Edwin Ray, Dean
Occupational Education
Morgan Community College
17800 Road 20
Fort Morgan, CO 80701
303-867-3081

Small Business Assistance Programs
Morgan Community College

Morgan Community College will provide assistance to local businesses through four methods:

- Small Business Information Center
- Business Seminars
- Business Clinics
- Technical Assistance Program

Small Business Information Center

The college library will collect publications, documents, and forms of interest to business owners and managers. These will be available upon request. The center will also make available audiovisual and computer software programs that provide information on a wide variety of topics dealing with small business management. Finally, the center will offer a computer link via phone modem to several data services that provide market and business information of value to Morgan County business persons.

Business Seminars

The college will coordinate and facilitate 8 or 9 seminars for the business community per year, offered approximately once each month beginning in September 1984. These seminars will be presented by local and metro-area experts in their fields. Examples of the topics available to be offered are taxes, accounting, computerized database management systems, inventory, personnel management, marketing, advertising, finances, investing, depreciation, office management, and many others.

Business Clinics

Twice during the 1984-85 year, the college will hold day-long clinics open to the public. For these clinics, an accountant, lawyer, loan officer, investment counselor, computer specialist, and other specialists will be available on campus to answer questions and provide assistance to any business person who attends.

Technical Assistance Program

Morgan Community College has established an interdepartmental team consisting of staff with expertise in accounting, management, taxes, computer

software, agribusiness, word processing, and data processing. A call from a local business will bring the appropriate team members to the business site to provide an analysis of the problem and the technical know-how to help the owner or manager find appropriate solutions. The assistance provided could be either short-term or long-term and could range from troubleshooting a temporary problem to converting business to a computer-aided operation.

For more details, contact:

Edwin Ray, Dean
Occupational Education
Morgan Community College
17800 Road 20
Fort Morgan, CO 80701
303-867-3081

Small Business Service Program
Pikes Peak Community College

The Colorado Springs El Paso County area has been forecast by the local chamber of commerce and other economic groups to be among the fastest growing areas for new business start ups in the country. In fact, the whole front range of Colorado is supposed to be included in these projections. Pikes Peak Community College is right in the heart of this growth area. Many of these new businesses will be small by nature, that is, having 100 or fewer employees. Currently, the Colorado Springs metropolitan area has over 500 such firms referred to as support services and over 220 small manufacturing concerns.

From these figures, 75 percent (412 firms) in the support services category have 26 or less employees. In the manufacturing sector of the Pikes Peak region, 75 percent (166 firms) have 25 or less employees. Examining both groups of data shows that currently in the El Paso County area there are some 578 firms that currently employ 25 or fewer employees. Taking into account a growth factor, one may draw a conclusion from this information that small businesses in the Pikes Peak region make important contributions to the economic health of the local community. Using the multiplier effect, if this group of small businesses were to experience financial trouble, probably 10-16,000 jobs would be in jeopardy.

Background

The traditional role of vocational education has been geared primarily to equipping students with employable skills. These acquired skills enable students to obtain jobs in such areas as accounting/bookkeeping, management/supervision, retailing, secretarial, and computer technicians. Over the years, vocational education has been enormously successful in fulfilling this role. Yet, there is another dimension of training needed in the community that currently vocational education is not serving. Research has shown that certain skills related to entrepreneurship can be developed in a structured environment. Programs to develop such skills are notably lacking in the Colorado Springs area. These skills will prepare students for the management/ownership of their own small business. Furthermore, these skills will be of enormous benefit to those already in small business who need to enrich their skills to become more effective in running their businesses. Vocational education is well suited to the training and development of these individuals.

In order to serve and meet this community need, Pikes Peak Community College (PPCC) is proposing a comprehensive small business service program. The mission of the program is to provide training via specialized workshops, seminars, guest lecturers, and classroom instruction designed primarily for entrepreneurs.

Purpose

To facilitate the development of a new business enterprise and to improve skills of current business owners through training assistance in the areas of marketing, management and finance, the Small Business Management program will offer courses, seminars, and workshops that can meet the short- and long-term needs of entrepreneurs in the college's service area. The Small Business Management program will respond to those needs by offering catalog courses, as well as developing specialized workshops and seminars.

Organization

The Small Business Management program will operate as an extension of the Business and Office Occupations Division of the college. A small business coordinator will be appointed to administer this program. This coordinator will be responsible for ensuring program coordination between participants on a day-to-day basis. The small business coordinator will be accountable to the division director of the Business and Office Occupations Division.

Facilities

Facilities utilized for this program will be located in the center of Colorado Springs at the Institute of Business and Industrial Technology Building (333 East Williamette) or other appropriate buildings to be identified. Microcomputer hardware and software located at PPCC will be available for use by participants in the program. There are currently 20 Apple and 10 IBM microcomputers.

Training Needs

The training needs of entrepreneurs have to a great extent already been identified by community groups. A typical case, for example, are the small businesses that were started when someone took a hobby and developed it into a business. Technically speaking, these entrepreneurs are very knowledgeable in the service they offer or the product they produce. Without a doubt, this is an important aspect of running a successful business. However, many of these people lack expertise in understanding accounting, financial statements, legal issues surrounding contracts, tax responsibilities, government regulations like OSHA, insurance needs, complying with minimum wage laws, successful marketing techniques and strategies, microcomputer applications, and much more. It is the intent of PPCC, through classes, specialized workshops, and seminars and with the full support and cooperation of SCORE, chamber of commerce, and local banks, to close the educational gap that currently exists with this group.

Evaluation Provisions

The coordinator of Small Business Management will be responsible for the program. Therefore, the coordinator will meet at regular intervals with the division director and appropriate state board staff members to formally examine and evaluate the entrepreneurship program. A 1-year follow-up survey of former participants will be made to determine their status. Results obtained from program evaluations will be used to promote, develop, and improve the instructional program.

For more details, contact:

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Occupational Studies
Pikes Peak Community College
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Colorado Springs, CO 80906
303-576-7711

Center for Small Business
Pueblo Community College

Because of the severely depressed economy in the Pueblo area, assistance is needed to encourage and assist in the development of increased business activity. Pueblo Community College (PCC) felt compelled by this situation to create a Center for Small Business. This center is designed to provide technical and management assistance to emerging and existing small businesses. Its purpose is to assist with the development, expansion, and training needs of small business. The program will serve Pueblo, Fremont, and Custer counties. This includes one major urban area (Pueblo) comprising two-thirds of the population served--with perhaps one-third of the population thinly spread through the remaining area. A high percentage of the economic well being of the rural area residents depends on the economy of the urban area.

Changes in the economic structure of the Pueblo area indicate a need for a highly trained, more technologically skilled work force. Low technology and manufacturing jobs are decreasing, and jobs for more technical and highly skilled workers are increasing. Unless the current labor force is able to upgrade their skills, unemployment rates are likely to continue to be high and the area's economy will continue to decline.

Purpose

The mission of the Center for Small Business is to develop and implement all feasible services, activities, and products determined to be useful for the assistance to and furtherance of small businesses especially in the Pueblo Community College service area. To assist adult entrepreneurs with the development, expansion, and training needs of small business, the program will do the following:

- Provide a system for promoting cooperation between the institutions and the small business community in southern Colorado
- Develop a system of training services that meet the needs of existing and prospective small businesses regardless of race, sex, or creed
- Become a major financially autonomous, nonprofit service center that makes significant contributions to the success of small businesses

The objectives of the program, therefore, are these:

- To develop a Center for Small Business that will serve as a model for adaptation in other Colorado communities
- To ascertain major needs of existing and prospective businesses
- To develop technical training services to satisfy current needs

- To conduct basic research and market analysis for use in a central database
- To become a center for dissemination of information
- To identify proper funding, both public and private
- To offer consulting services
- To develop a computerized system for vital economic statistics, sample business plan development, funding sources, volunteer assistance available, and so forth
- To develop business and managerial training services as required
- To establish close linkages among small businesses and interested agencies (i.e., Pueblo Economic Development Corporation, chamber of commerce, SBA, etc.)
- To develop a retraining program for displaced workers
- To aid in curriculum design for businesses wishing to conduct their own training
- To develop tailored employee educational plans leading to formal training certificates and associates degrees
- To develop a proper promotional campaign to involve the community and local businesses with education and the center's services

Tasks will include idea evaluation, business plan development, research assistance, training services, procurement assistance, information resources, and management seminars.

Components

PCO/SCORE. A system of volunteers was established to offer expert assistance. For this assistance, the Pueblo Cooperation Office and the local chapter of SCORE (Service Core of Retired Executives) will be called upon. The assistance of the Pueblo Chamber of Commerce was solicited to help further delineate local business needs.

PBAN. Pueblo Business Assistance Network (PBAN) is an organization of services to provide small business assistance at many levels. PBAN, which was organized cooperatively in 1982 by the college Center for Small Business and the Pueblo Economic Development Corporation, provides basic assistance (start-up primarily) through the Center for Small Business. More sophisticated business counseling--usually aimed at existing business--is provided by the Business Cooperation Office. This organization comprises a board of directors for policy, control, and coordination (all volunteers) and a stable

of successful professionals who have volunteered their time and effort to assist local small businesses. The other elements of PBAN are the Business and Technology Center, a small business incubator facility, and the Capital Ideas Fund--a profit-oriented, privately financed, venture capital fund. Incidentally, Center for Small Business works closely with the Canon City Chamber of Commerce both as a start-up business counseling service and as coordinator of a volunteer counseling organization similar to Pueblo's Business Cooperation Office.

Resource center. A resource center was developed also to house materials and information critical to the entrepreneur. Included are periodicals, texts, computer software, and free federal publications.

The Center for Small Business currently counsels an average of one small business client each week and provides information concerning its service to 2.6 clients each week. In addition, the Center for Small Business coordinator participates on several local committees and boards (about one, 2-hour meeting weekly), makes public relations presentations where appropriate (2 per month) and has organized a series of seminars presented each month during the semester to an average attendance of about 45.

Facilities

The Community College provides space (one office, one reception area), secretarial support (one-half time), and the Center for Small Business Coordinator who serves also as a Department Chairman and three-fourth time instructor. A fee of $25 requested from clients and modest profits from the seminars provide all operating funds for Center for Small Business. (Pueblo Community College and State Board for Community Colleges and Occupational Education both provided significant start-up dollars for construction, furnishing, and public relations activities when the center was established in 1983.)

Program Activities

A series of seminars and workshops for the small business person has been developed and offered. A minimum of five will be offered with the following topics as examples:

- Microcomputers for Small Business
- Low-Cost Marketing
- How to Secure Financing
- Advertising for Small Business
- How to Start a Small Business

At least one course for credit dealing with small business was offered by fall semester, 1983.

A Business Management program was developed and approved by the State Board for Community Colleges and Occupational Education to provide the small business managers more advanced training and displaced workers an avenue of entrance into entrepreneurship.

Also, a system or process was developed to make all center services available to the small business person. This process involves center services, staff assistance, and volunteer programs. In the first 2 years of operation, the center has provided information to some 375 clients and has counseled on a one-time basis 165 clients, and some of them several times. A telephone interview conducted in January 1985 revealed the following information:

- number interviewed--92
- number who entered business--52
- number who are still planning to enter business--8
- number of full-time jobs created--105
- number of part-time jobs created--51

Estimated conservatively, incomes derived from the jobs created should approximate $1-1 1/2 million per year added to the economy--an impact, considering the widely accepted "multiplier effect" of, perhaps, $4-6 million. Clearly, the modest investment of dollars and time has produced important, tangible benefits to the community. A benefit that cannot be measured but which is clearly of value is in opportunity costs avoided, for example, those clients who concluded that they should not enter business as a result of counseling and who, therefore, avoided losses of capital and time, both scarce resources.

The Center for Small Business is easily replicated so long as there is a host institution that will subsidize the facility in kind (additional duties for staff, qualified advisor or coordinator, physical facilities). The results of the Pueblo experience, however, may not be so easily replicated. Pueblo's economy was deeply in the doldrums at the time of establishment of the Center for Small Business; those who might not have sought advice in better times, did so then. Further, high unemployment forced many who would not have considered entering business to investigate the possibility and even to pursue it beyond where they might have under other circumstances.

A microcomputer is used to create and maintain a central data bank for vital economic statistics, sample business plan development, potential funding sources, names of volunteers, and so forth. This information is available to any small business person desiring it.

For more details, contact:

Richard G. Hallock, Coordinator
Center for Small Business
Pueblo Community College
900 West Orman
Pueblo, CO 81004
303-549-3237

Small Business Resource Center
Red Rocks Community College

Red Rocks Community College, through the Continuing Education/Community Services Division, has provided educational programs and services that meet the practical and immediate needs of community-based populations and industries for several years. The division offers learning opportunities at the grass roots level through high-quality, accessible, and cost-effective programs that enable individuals to acquire the knowledge and skills needed for productive employment as well as personal enrichment.

Approximately 4 years ago, in response to the growing need for training for small business owners, the Continuing Education/Community Service Division began offering selected noncredit seminars for this target group. A sample of topics offered includes Starting a Small Business, How to Develop a Business Plan, Sources of Capital, Marketing and Advertising, Bookkeeping for Small Business, Customer Relations, Employee Motivations, and Computer Applications. The seminars were endorsed and cosponsored by the local chambers of commerce and the Small Business Administration.

These seminars have been extremely successful over the last 4 years. The local chambers of commerce view these programs as one of their most successful marketing tools; therefore, they have combined resources to pay for the cost of our publicity brochures.

Approximately 1 year ago, Dr. Richard E. Wilson, president of Red Rocks Community College, requested that the Continuing Education/Community Services Division start a Small Business Resource Center.

Audience

Postsecondary students and adults who are interested in a credit certificate in small business management and small business owner's who need assistance in organizing and managing their businesses more effectively are served by the resource center. Red Rocks Community College serves Jefferson, Park, Clear Creek, and Gilpin Counties. Ninety-eight percent of the businesses included in these counties are small businesses.

Purpose

The Small Business Resource Center was conceptualized and designed to provide training, counseling, assessment, follow-up, research, and a resource library.

The center's goals and objectives are as follows:

- To design full-time equivalent generating programs to include--

- development of a Small Business Management Certificate,
- integration of small business management courses in the curriculum as electives for all occupational students, and
- classroom internship experiences for potential entrepreneurs.

- To conduct a marketing survey and establish a market plan for three groups--

  - current small business management students;
  - South Jefferson County, which is expanding rapidly; and
  - a target group of small businesses, for example, beauty shops.

- To develop a computer service for small business owners to include--

  - computer-assisted learning modules,
  - computer consulting,
  - critiquing available computer software for a specific business, and
  - in-house training on computers.

Facilities

The Small Business Resource Center, which includes the resource library, is located on campus. Training programs are held on campus, at convenient locations throughout the community, and at specific business sites. The proposed computer assistance program would be located on campus. The microcomputer lab on campus is available for instruction as scheduling permits.

Accomplishments

Following is a summary of the progress made in implementing the center.

A Small Business Coordinating Council, comprised of representatives from chambers of commerce, Small Business Administration, merchants' associations, Red Rocks Community College, small business owners, and other groups or individuals concerned with the small business community, has been meeting for 8 months. The council assists and advises the college in the development, implementation, and evaluation of the center's activities.

The center conducts, coordinates, and cosponsors classes, workshops, and seminars throughout the area, both on and off campus. Approximately 1,500 students attend these programs each year.

Two SCORE counselors provided by the Small Business Administration are located in the center. Also, faculty members and other knowledgeable community volunteers provide counseling and assistance on campus or at a specific business site.

The center acts as a referral/linkage network between other agencies and institutions providing small business assistance.

The center provides a speaker's bureau for service clubs and organizations as well as for business and industry.

Leadership/Sponsorship

The Small Business Resource Center has the following sponsoring agencies:

- Small Business Administration
- Four local chambers of commerce
- The Jefferson County PIC Counsel
- Three local departments of recreation

In addition, leadership is provided by approximately 14 people from the business community who are members of the Small Business Advisory Council. These groups help formulate and achieve goals and recommend methods to meet the needs of the small business community.

Activities

The programs offered by the Small Business Resource Center are as follows:

- Seminars, workshops, and conferences
- Free counseling by Small Business Administration SCORE counselors
- Resources and referrals
- Computer services

More programs are planned for the future. Upcoming events also include a Small Business Fair to be held in April, featuring displays by local businesses and seminars through the college. Cosponsored by the college, the Small Business Adminstration, the Jefferson County chambers of commerce, and the Union Square Merchants Association, the fair will be designed to acquaint the local public with the diverse number of small businesses in the area and to illustrate the major role small businesses play in support of the community's economy. A newsletter is also planned that will be distributed through the chambers of commerce, Small Business Adminstration, and other groups. The newsletter will highlight center activities and discuss issues of importance to small businesses.

Funding

Funding for the Small Business Resource Center has come from several sources:

- State Board of Community Colleges and Occupational Education has contributed $17,000
- Adolph Coors Company has contributed $1,000
- Local chambers of commerce contributes $800 annually
- Continuing Education/Community Services Division has contributed to the operation funds

Cost/Benefit

Approximately 1,500 people attend these programs annually, which has allowed the center to offer additional services at low or no cost to clientele. There is no other institution in the service area that provides direct services to the small business community. For example, a quarterly newletter would benefit our clients. We would also like to offer professional expert advice in areas such as accounting, law, advertising, marketing, and so forth.

Evaluation

Each program is evaluated for content and instructor effectiveness. In addition, topics and ideas are requested from participants as well as recommendations on convenient program times. A "most helpful" and "least helpful" section helps clarify the effectiveness of delivery and material and supply new program ideas. Comments are solicited and encouraged. The same evaluation format is used for all credit programs.

Now that the center has an extensive participant list, a follow-up evaluation will be mailed randomly to a sample of past participants to determine if the training programs effectively help them in their small business endeavors.

Also, a formalized small business needs assessment would be a part of the proposed market survey. It would be conducted with input from organizations, individuals, advisory committees, and special interest groups. As a result of this activity, new and expanded offerings would be developed for specific interest groups as well as the small business community at large. Goals and timelines for meeting these needs would be established. A monthly progress review of these goals by our advisory board members would provide an effective system for evaluation.

Summary

The commitment to provide quality programs and services to the small business community has been endorsed by the college president. The rapid progress made in planning and implementing the center in less than a year should indicate the competency of the Continuing Education/Community Services Division staff to develop a successful program. The continuation and expansion of the center is not only vital to the small business community, but is necessary to sustain college enrollments through exposure of services and through FTE programs.

For more details, contact:

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Continuing Education/Community Services
Red Rocks Community College
12600 West 6th Avenue
Golden, CO 80401
303-988-6160, Ext. 303

Small Business Center
Trinidad State Junior College

The service area of Trinidad State Junior College consists of Huerfano and Las Animas Counties in southern Colorado. This region has experienced extreme hardship during the last several years as a result of a significant reduction in coal mining activity, one of the region's prime economic employers. In addition, this area of the state has not participated in the growth experienced in other parts of the state. Seventy-three percent of the population has a high school education or less. Only 10 percent of the population has a bachelor's degree or higher educational background. Seventy percent of the area income is below $19,999, 89 percent is below $29,000 with 11 percent above $30,000.

The region is making a strong effort to improve its local economy by diversifying its economic base, by improving its image, and by providing improved goods and services within the region. The private and public sectors are working together in an effort to accomplish their collective goals. Although the communities and area are dealing with many negative aspects of development and maintenance of their small business operations, an aggressive and active response to the defined needs has been implemented.

The communities have established economic development agencies whose purpose is to diversify the local economies through a balanced economic development effort involving strengthening retail/commercial, tourism, and industrial development. These economic development organizations are cooperatively funded through local governmental and private activities. They are actively seeking employment opportunities within the area as well as supporting existing economic functions.

Purpose

Trinidad State Junior College has established a Small Business Center that offers postsecondary education to the communities located in Huerfano and Las Animas counties. The Small Business Center provides a missing component in the overall plan for economic revitalization and growth by improving the resources available to both established and new small business organizations. It assists the communities in identifying needs and implementing community and individual efforts to establish and maintain small business in Huerfano and Las Animas counties. This center also complements the ongoing efforts of Trinidad State Junior College by adding to the instructional activities of the institution. The Small Business Center is designed to meet the specific need of the entrepreneurship community in the broad sense by providing assistance, education, and information.

Trinidad State Junior College and the Small Business Center cooperatively work with all community-based organizations, public and private, to assist in strengthening the business and economic status of the communities. Over the years, Trinidad State Junior College has established a working relationship

with virtually all community organizations, business, and industry and will continue to expand on these relationships through the Small Business Center.

Components

The Small Business Center is structured as a four-component activity with locations at Trindad and Walsenburg.

Coordination. General direction, supervision, administrative support, and education coordination are provided on the Trinidad State Junior College campus. Personnel in Walsenburg assist in providing services to Walsenburg and Huerfano County.

The Small Business Center in Walsenburg is located in the Berg Administration Building, the main administration office of the college. It is centrally located and available during regular office hours and by appointment during off hours. This office presently has access to online computer capabilities and office copying machines and is near many of the classrooms that will be servicing the center.

The Walsenburg Center is located in facilities leased by Trinidad State Junior College that are located in a former high school building. It is open during the regular office hours of the College and by appointment during off hours. The facility presently has limited online computer access but is near copying machines and classrooms.

Education. Education is provided in both Trinidad (Las Animas County) and Walsenburg (Huerfano County). Education consists of formal and informal classes, seminars, workshops, and computer-aided instruction.

The education component includes formal classroom instruction, short-term clinics and seminars, individualized contracts, business and industry contacts, cooperative sessions with public and private information sources, suppliers, and peers. The format includes formal and informal sessions in a classroom setting, both on and off the college campus; seminar and workshop offerings, both on and off the campus; and individualized contact, both on and off the campus. Computer-aided instruction is available on the college campus in appropriate facilities.

The business program, SBA offerings, specialized programs, professional programs, cooperative programs with other institutions, peer offerings, and discussion sessions are some of the offerings included in the services to the public via the Small Business Center.

Assistance. Assistance is provided in both Trinidad (Las Animas County) and Walsenburg (Huerfano County). Assistance consists of consultation and technical support from knowledgeable professional and peer individuals. It also consists of a limited number of dedicated computer systems and related software, whose purpose is to provide information and systems applications for the user. These systems are available for use in accounting, word

processing, and planning, as a database, and for communications purposes for individual users at a nominal fee.

The college can provide assistance and consulting services in a wide variety of areas including advertising, marketing, business, sales, computer, public relations, public speaking, grammar, and so forth, in order to strengthen the retail programs of small businesses.

Information. Information is provided through a library media base of periodical and reference material designed to support a small business-community operation in Trinidad (Las Animas County) and Walsenburg (Huerfano County). Materials include small business assistance information, current magazines, books, and technical materials related to the project. Also included are materials available through professional organizations, and programmed instructional materials.

Accomplishments

The first phase of the development of the Small Business Center involves the initial concept of the activity and has, in great part, been completed by Trinidad State Junior College. Implementation of such activity has been defined and has been put in place at this time. Further activity is expected to be put in place by late spring 1985. This involves the offering of selected activities in the Trinidad and Walsenburg areas in response to community needs and within very limited institutional resources. The basic thrust will be toward staffing and the development of the program, building relationships with the business and public sector, defining their needs, establishing the basic network needed to implement fully the proposed center, purchasing needed resource materials and equipment, establishing contacts with educational and resource personnel, providing a full range of service, and ongoing assessment of the effort.

Currently, groundwork has been laid for an employee-employer service training program dealing with tourism in the area. Also, a seminar is being planned to address the subject of structuring a business. Local accountants and attorneys are expected to participate in presenting the seminar. Efforts have been started to establish a resource library available to the entire business community. The library will be housed in the Frudenthal Memorial Library.

The long-range activity of the center will be to continue to offer those activities established during the initial phase, ongoing assessment of offerings and services, continued evaluation of the program by the Advisory Committee, and reestablishment of goals and objectives. An effort at developing resources, knowledge, skills, materials, and equipment will be continued as well as the establishment of a firm funding base for future operations.

Funding

Currently, the Small Business Center is funded by local endeavors and the state of Colorado. There is an ongoing effort being made to obtain additional funding from other sources.

Evaluation

The impact of formal and informal offerings by the Small Business Center will be evaluated on a timely basis. Assessments will be made at the beginning and at the end of the training sessions to determine if the training provided is responsive to the defined needs. Usage and accession of informational materials will be the project criteria for evaluation of these material with appropriate adjustment being made to meet specific interests and needs. Users' comments will be valued as part of this evaluation. Evaluation will also be provided on an ongoing basis through the Advisory Committee's assessment of the effect of the program, its assistance to the business community, and the meeting of established goals and objectives.

The success of the program will be measured by the college's ability to maintain uniqueness within its program offerings while meeting the needs of the community. Evaluations in terms of business successes or failures, new businesses starting up in the community, the rate of unemployment, sales tax revenues, and so forth, will be conducted to determine if the training and services being provided are appropriate for the community businesses.

For more details, contact:

George Quier
Director of Occupational Programs
Trinidad State Junior College
600 Prospect Street
Trinidad, CO 81082
303-846-5631

COLORADO ENTREPRENEURSHIP EDUCATION INFUSION PROJECT

The Colorado Entrepreneurship Education Infusion Project is part of the current entrepreneurship education thrust in Colorado. While the Colorado Entrepreneurship Education Network is concerned with providing support to beginning and experienced entrepreneurs on the adult/postsecondary level, this infusion project is concerned with infusing entrepreneurship education activities in all vocational programs--secondary, postsecondary, and adult.

To achieve this goal, the Colorado State Task Force for Entrepreneurship Education and two subcommittees (see appendix) worked together to provide activities which would prepare secondary- and postsecondary-level teachers and administrators to use curriculum and resources to infuse entrepreneurship education into the existing programs.

Activities

A series of 15 customized workshops (see appendix for news release and program agenda) and technical assistance activities were planned to train identified personnel in the techniques for infusing entrepreneurship education into vocational education programs. Activities included training in the use of curriculum materials (PACE), resource materials, and resource personnel. The activities were targeted for 229 high schools with vocational programs, 20 postsecondary institutions, two vocational teacher education institutions (Colorado State University and University of Northern Colorado), and state department personnel. The workshops and technical assistance activities were scheduled for December 1984-June 1985. Figure 1 (see appendix) depicts the three major components (community-based resources, curriculum and resource materials, and teachers) of this project.

Costs and Funding Sources

Funding for this project came from federal vocational education funds. Businesses and business associations contributed time and materials.

The estimated cost per person receiving information, assistance, and/or training in entrepreneurship education is $64.00.

Results/Recommendations

An estimated 213 teachers, 522 vocational teachers, 125 administrators, 10 vocational teacher educators, and 25 state department members have been served through these activities.

Evaluation

Individual workshop evaluations, individual and group plan-of-action sheets, and field service reports were used to determine the effectiveness and efficiency of project activities. A 6-month follow-up is also planned.

Replicability

This model program may be replicated at school, district, regional, state, and national levels. For more information, contact:

Marj P. Leaming
Assistant to the Associate Director
Agency Entrepreneurship Liaison and Small Business Centers
State Board for Community Colleges and Occupational Education
1313 Sherman Street, Room 214
Denver, CO 80203
303-866-3071

APPENDIX

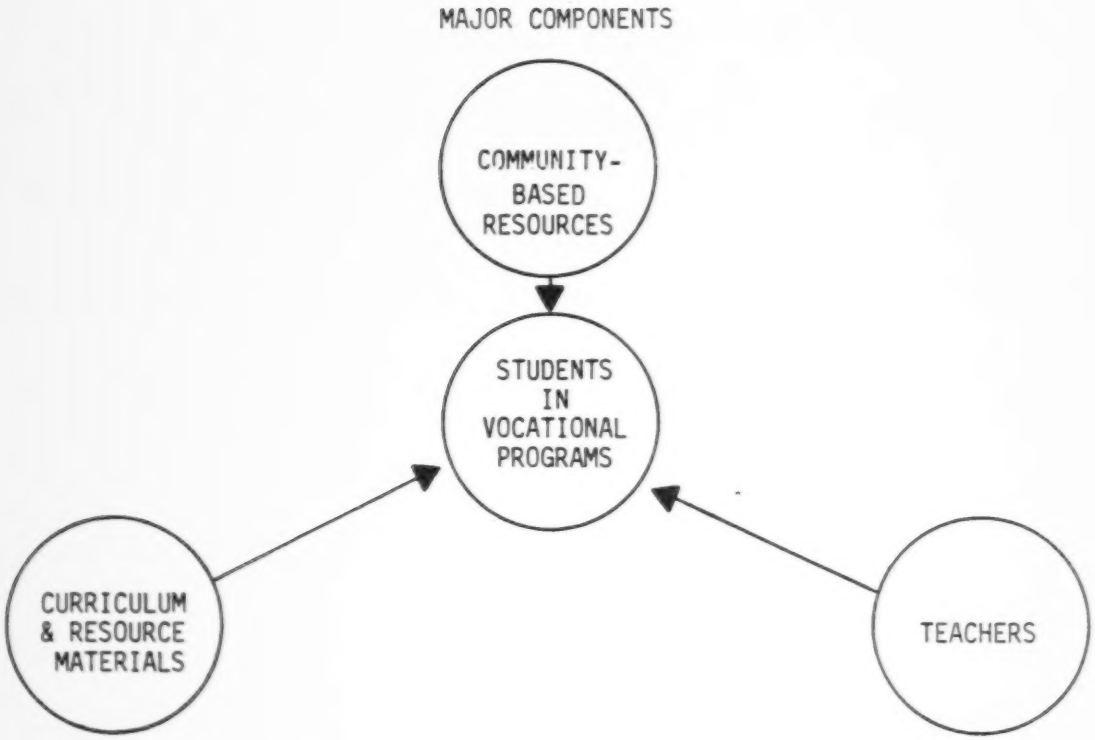


Figure 1. Diagram of Colorado entrepreneurship education infusion project components.

NOTE: The purpose of this program is to orient vocational educators to their role in infusing entrepreneurship education into their existing vocational programs, to provide them resources from which they may select to use (PACE curriculum, supplementary materials, community- and business-based resources--techniques for teaching entrepreneurship), and to provide "hands on" training of how the resources may be used effectively.

Colorado State Task Force for Entrepreneurship Education and Subcommittees

Purposes: To provide overall directions for the Entrepreneurship Education Network Project

To provide additional linkages with business and industry

To guide and assist in the legislative thrust

To advise and serve as resources for teacher and administrator preservice and inservice

To review and evaluate appropriate course ware and curriculum

To serve as part of the advisory committee for the entrepreneurship promotion project

SBCCOE--Occupational Division
SBCCOE--Community Colleges Division
Colorado Alliance of Business
Small Business Administration
National Federation of Independent Business
Colorado Association of Commerce and Industry
Colorado Minority Business Development Agency
State Advisory Council for Vocational Education
Women's Business Owners Association
Denver Chamber of Commerce
Colorado Retail Council
Jean Yancey and Associates

Vocational Planning Committee (Secondary)

Purpose: To plan locations, format, content, and implementation of the infusion project

SBCCOE
SACVE
Colorado Vocational Association
Colorado Association of Vocational Administrators
Vocational Teacher Education--University of Northern Colorado
Vocational Teacher Education--Colorado State University
Colorado Department of Education

Curriculum and Resource Advisory Committee

Purpose: To review and recommend curriculum and resources for infusion project

Members:
Vocational Teacher Education
Colorado Vocational Association
Vocational Teachers--Secondary and Postsecondary
Community College Division Occupational Education Division
Main Hurdman, CPAs
Entrepreneur
Small Business Administration

Curriculum Committee of Colorado Entrepreneurship Task Force

Members:
National Federation of Independent Business
Colorado Council on Economic Education
Colorado Retail Council
State Advisory Committee for Vocational Education

Postsecondary Small Business Center Advisory Committee

Purpose: To assist in the development of RFPs, evaluation criteria, and selection process

To assist in the planning and implementation of the infusion project at the postsecondary level

To evaluate and recommend proposals for funding
Vocational Teacher Education
SACVE
Entrepreneur
Division of Commerce and Industry
Small Business Adminstration
Minority Business Development Center
Community College Division
Vocational Teacher

Schedule and Personnel Involved in Implementation Phase of 1985 Infusion Project

December	Curriculum and Resource Advisory Committee Meeting Postsecondary Small Business Center Advisory Committee Meeting Vocational Planning Committee Meeting State Task Force for Entrepreneurship Education Meeting Vocational Planning Committee Meeting Postsecondary Small Business Center Advisory Committee Meeting
February	CAVA Administrators Inservice on Entrepreneurship--Colorado Springs Postsecondary Entrepreneurship Workshop I Planning Meetings for: CVA Division Vice-Presidents Colorado Task Force for Entrepreneurship Education SBCCOE Project Staff
March	Administrator Workshop--Designate Local Teacher Liaison, Postsecondary Liaison Postsecondary Entrepreneurship Workshop I Local Entrepreneurship Liaison Training--by PACE Representatives 15 Entrepreneurship Education Infusion Workshops
May	Committee to Evaluate Workshops
May/June	State Staff to Provide Technical Assistance State Task Force for Entrepreneurship Education CVA--Summer Conference for Vocational Educators

COLLABORATION FOR THE
COLORADO ENTREPRENEURSHIP EDUCATION
INFUSION PROJECT

Key Organizational Representatives		Entrepreneurship Education Linkage Network	Audience to Be Served
State Staff (SBCCOE)	Project Staff and Program Managers	National Center for Research in Vocational Education o Entrepreneurship Project o PACE Representatives	Local Education Administrators Principals Superintendents Division Directors Occupational Deans
Teacher Education	Teacher Educators CSU/UNC	State Task Force on Entrepreneurship Curriculum & Resource Advisory Committee Vocational Planning Committee (Secondary) Postsecondary Small Business Center Advisory Committee	Postsecondary Entrepreneurship Education Network
CVA (Colorado Vocational Association)	President and the Divsion Presidents-Elect		Secondary Vocational Teachers
SACVE	Executive Director Chairman		Local Advisory Committee and Council Members

Sample News Release

FOR IMMEDIATE RELEASE

Date: April (1)__, 1985

FOR MORE INFORMATION CONTACT:
ENTREPRENEURSHIP EDUCATION IN VOCATIONAL EDUCATION

(2) (host name) at (3) (school name) will host a workshop (4) (date) to teach techniques for infusing entrepreneurial education into vocational programs. Vocational Teachers, Advisory Committee members, and administrators from (5) (number of schools) are invited to attend.

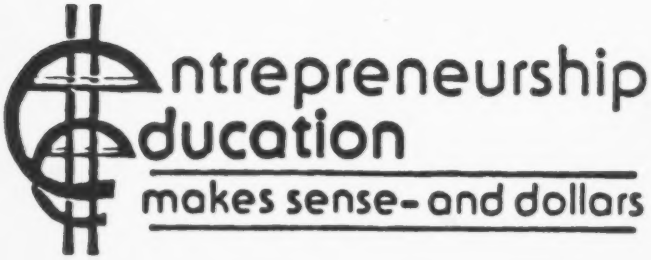
(6) (name of guest speaker at dinner) will be the guest speaker at the dinner following the afternoon workshop. Included in the training will be professionally prepared curriculum for teaching small business management, organization, and risk taking; sample teaching materials; names of resource people in the district; and technical assistance for teachers.

"Preparing people to enter the world of work is the objective of our programs," said Dr. Marj P. Leaming, President of the National Entrepreneurship Consortium.

Peter Drucker, noted economist, has added that the "challenge is helping people to understand entrepreneurship."

Colorado is one of the 23 lead states participating in the National Entrepreneurship Consortium. The SBCCOE has accepted the challenge initiated by President Reagan and the U.S. Department of Education to provide education about the free enterprise system and small business by volunteering to infuse entrepreneurship education into the curriculum of vocational programs without additional requirements of time, personnel, or materials.

Nearly 400,000 small businesses fail each year with the most of the failures due to poor management. Leaming added that Colorado programs do an excellent job of preparing students to enter the world of work as employees but we must also teach those who will be employed in small business as well as those planning to be self-employed. By infusing entrepreneurship education into our programs, we will keep vocational education current with the times, meet the needs of all students and will respond to the demands for excellence and relevance in our educational system.



Dr. Bert Masterson
Interim Director
Occupational Education
State Board for Community Colleges
and Occupational Education

is proud to present

ENTREPRENEURSHIP EDUCATION INFUSION WORKSHOP

April 16, 1985

Durango High School
Durango, Colorado

PROGRAM

2:30 p.m.	Registration and Coffee	Workshop Host, Gary Somsen
2:40 p.m.	Introductions	Marj P. Leaming, Agency Entrepreneurship Liaison SBCCOE
2:45 p.m.	Workshop Orientation	May Howell, Project Coordinator SBCCOE
2:50 p.m.	Entrepreneurship in Colorado - A Local Perspective	Marj P. Leaming
3:15 p.m.	A National Perspective	Dr. Novella Ross, Entrepreneurship Project Director, National Center for Research in Vocational Education
3:30 p.m.	Entrepreneurship Infusion: a) Entrepreneurs, Who are They? b) PACE - A Vehicle to Reach Potential, Existing, Future Entrepreneurs	Dr. Novella Ross
4:00 p.m.	Hands-on Experience with PACE	Group Activity
4:15 p.m.	Group Reports	Group Activity
4:30 p.m.	Small Group Discussions	Group Facilitators
5:10 p.m.	Entrepreneurship Infusion and Plan of Action	Individual Activity
5:30 p.m.	Break	
6:00 p.m.	Dinner	Workshop Host, Gary Somsen
7:00 p.m.	Dinner Speaker	Local Entrepreneur Dan Bowser

OBJECTIVES

Entrepreneurship Workshop

Description

A workshop for voctional instructors and administrators involving curriculum materials for secondary and postsecondary vocational programs and related experiences by entrepreneurs who represent various businesses.

Objectives

1. To provide vocational instructors and administrators an insight to curriculum and resource materials that can be effectively used by all vocational instructors in all programs.
2. To demonstrate vocational instructors and administrators effective ways of infusing entrepreneurship into the vocational curriculum without additional staff, funds, and facilities.
3. To provide an opportunity for entrepreneurs to relate actual experiences of starting and maintaining businesses.

ACKNOWLEDGMENTS

Dr. Marj Leaming, Assistant to the Associate Director, SBCCOE staff and May Howell, Project Coordinator, express their appreciation to the many people who contributed their time and expertise to the development of the Entrepreneurship Education Workshops. They recognize especially

. . . The leadership of the local administrators who accepted the responsibility for arranging details and who assured the success of the workshops.

. . . The partnership of local entrepreneurs who shared their experiences in business and added a practical and exciting perspective to the project.

. . . The support and enthusiasm of the teachers who served as facilitators and as participants and who will ensure the continued success of the Entrepreneurship Infusion Project.

Thank you!

Entrepreneurship Education Infusion Workshops

Workshop Location	No. of Schools Invited	No. of Schools Represented	No. of People Attending	Workshop Evaluation (1-5 Scale)
Denver	14	9	41	4.47
Lakewood	18	18	60	4.24
Boulder	12	11	46	4.23
Aurora	33	12	30	4.35
Alamosa	11	9	24	4.55
Durango	8	6	21	4.50
Delta	21	15	37	4.31
Craig	10	0	0	--
Colorado Springs	20	10	38	4.04
Pueblo	12	9	50	4.40
La Junta	22	10	35	4.17
Flagler	14	5	20	4.54
Sterling	15	9	32	4.27
Fort Collins	23	14	68	4.31
Glenwood Springs	13	9	20	4.34
	246	146 (59%)	522	4.34 Average

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APPENDIX

NOTE: This legislation is included in this document to provide the reader with a sample piece of legislation for a small business service program.

RESULTS: Although this Bill did not pass in the Colorado legislature, it did bring about a partnership between the business and educational community. Colorado State Board for Community College and Occupational Education provided funding for 5 Small Business Programs housed in 1 area vocational school, 1 local district junior college and 3 state system community colleges.

Agenda Item I.G.4

COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION
Centennial Building, Second Floor
1313 Sherman Street
Denver, Colorado 80203

September 12-13, 1984

TOPIC: Request for Legislation Concerning Small Business Service Programs

The attached legislation explains in more detail this proposal that the Board request the introduction of legislation to create a Small Business Service Program. The purpose of this bill would be to fund a statewide network of Community College and Area Vocational School based Small Business Service Programs. This would be a separate line item, outside of the Memorandum of Understanding. The bill would create a grant process administered by the State Board for Community Colleges and Occupational Education to State System Community Colleges, Area Vocational Schools, and Local District Colleges.

Small businesses create most of the new jobs in Colorado and are vital to Colorado's long term economy. Many of these small businesses are in need of training and specific problem assistance at the local level that can be delivered in a timely manner. The success rate of new entrepreneurs who continue in the business is less than 50 percent after two years, indicating a high failure rate. Many prospective and new business owners and managers need assistance in developing feasibility studies, business plans, cash flow, and financing statements, etc. They could benefit from this program's need-based, short-term, counseling, seminars, workshops, and clinics.

This act would also assist in enhancing entrepreneurialship training into existing occupational/vocational programs that would promote small business development throughout Colorado. The local community and its educational institution would develop a network of local resource people that would assist businesses in dealing with their business related problems. These programs would eventually evolve into a statewide resource network that would provide specialized assistance unavailable at the local level. The Small Business Administration, the University of Colorado's Small Business Assistance Center and other resource centers would be utilized on a need basis.

First Regular Session

Fifty-fifth General Assembly

LDO NO. 85 0525/1 HOUSE BILL NO.

STATE OF COLORADO 1222

BY REPRESENTATIVES K. Williams, Scherer, and Trujillo;
also SENATORS Traylor and Rizzuto.

A BILL FOR AN ACT

CONCERNING GRANTS MADE BY THE STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION TO JUNIOR COLLEGES, COMMUNITY COLLEGES, AND AREA VOCATIONAL SCHOOLS FOR SMALL BUSINESS SERVICE PROGRAMS, AND MAKING AN APPROPRIATION THEREFOR.

Bill Summary

(Note: This summary applies to this bill as introduced and does not necessarily reflect any amendments which may be subsequently adopted.)

Authorizes the state board for community colleges and occupational education (state board) to make grants to junior colleges, community colleges, and area vocational schools for the establishment and improvement of small business service programs which provide training assistance and service to small businesses. Stipulates how recipients may spend grants for such programs and provides requirements for information to be provided on applications for such grants. Creates a business service program council to advise the state board on administration of grants under this act. Makes an appropriation to the department of higher education for allocation to the state board to provide for the implementation of this act.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Part 3 of article 60 of title 23, Colorado

Capital letters indicate new material to be added to existing statute.
Dashes through the words indicate deletions from existing statute.

Revised Statutes, as amended, is amended BY THE ADDITION OF A NEW SECTION to read:

23-60-307. Small business service programs - policy - functions of the state board for community colleges and occupational education - applications - use of grants. (1) This section shall be known and may be cited as the "Small Business Services Act".

(2) The general assembly hereby finds and declares that:

(a) Small business employers create most of the new jobs in Colorado and are therefore vital to Colorado's long-term economic growth;

(b) Junior colleges, community colleges, and area vocational schools are community-based and provide a statewide network able to link small businesses with college resources, expert resource people in the business community, and other training and service resources throughout Colorado;

(c) The most important problem that small businesses face is the need for training assistance and service in a form, location, and time specifically related to the circumstances of such businesses; and therefore

(d) The purpose of this section is to fund a statewide network of junior college-, community college-, and area vocational school-based small business service programs.

(3) (a) The board is hereby authorized to make grants to junior colleges organized under article 71 of this title, and community colleges, and area vocational schools established

pursuant to this article on a justified-need basis to assist in the establishment and improvement of small business service programs which provide training assistance and service to small businesses.

(b) A junior college, community college, or an area vocational school seeking a grant to establish or improve a small business service program pursuant to paragraph (a) of this subsection (3) shall submit an application to the board containing the following information:

(I) Evidence of the potential demand for assistance;

(II) Plans for involving other training resources and expert resource people from the business community in the program;

(III) An outline of training and service options to be available, including time of day, length of training, training location, and other considerations important to the business community;

(IV) A program budget for the year for which a grant is requested; and

(V) A plan for evaluating the effect of the program on small business and other business clients served.

(4) A junior college, community college, or area vocational school shall use a grant received to establish a small business service program pursuant to subsection (3) of this section to provide funds:

(a) For program staff and support staff;

1222

(b) To retain expert resource persons from the business community;

(c) To junior colleges, community colleges, and area vocational schools with existing business service programs so that staff can be released to help other junior colleges, community colleges, and area vocational schools establish programs; or

(d) To retain other training resources as necessary to enhance the training capability of small business service programs in particular skill areas or in particular geographic areas of Colorado.

(5) (a) There is hereby created a business service program council within the board. The board shall appoint the members of the council which shall include representatives of the small business community, junior colleges, community colleges, area vocational schools, and other providers of training assistance to businesses.

(b) The business service program council shall advise the board on the administration of grants pursuant to subsection (3) of this section, including the establishment of criteria by which grants shall be awarded.

SECTION 2. Appropriation. In addition to any other appropriation, there is hereby appropriated, out of any moneys in the general fund not otherwise appropriated, to the department of higher education for allocation to the state board for community colleges and occupational education, for

the fiscal year beginning July 1, 1985, the sum of two hundred and forty thousand dollars ($240,000), or so much thereof as may be necessary, for the implementation of this act.

SECTION 3. Effective date. This act shall take effect July 1, 1985.

SECTION 4. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

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Illinois

A MODEL TEACHER EDUCATION PROGRAM IN ENTREPRENEURSHIP EDUCATION

Northern Illinois University was awarded a contract by the Department of Adult, Vocational and Technical Education of the Illinois State Board of Education. The contract, which began in July 1984, was to initiate a comprehensive teacher education program in entrepreneurship. Described below are the highlights of the major accomplishments of the 1984-85 project and the plan for a 1985-86 project.

1984-1985 Model Program

Objectives

The 1984-85 project encompassed 4 major objectives. The objectives were as follows.

- To gather information on entrepreneurship education programs at the secondary, postsecondary, and adult levels and compile that information into a resource listing.
- To identify and select entrepreneurship education programs with the potential to become demonstration sites.
- To identify and select instructional personnel who might be interested in becoming entrepreneurship education instructors or SBA-ACE counselors and provide appropriate training.
- To conduct 3 one-day training sessions on adult entrepreneurship education and other preservice and inservice activities.

Identification Process

Early in September 1984, a letter of transmittal and packets of information were mailed to over 2,500 key individuals in Illinois. The key individuals included vocational education plan writers, directors of Small Business Development Centers, and directors of Business Assistance Centers, as well as personnel from the U.S. Small Business Administration, ISBE/AVTE, Illinois Community College Board, Illinois Board of Higher Education, Illinois Development Council, Illinois Department of Commerce and Community Affairs, and the Illinois Entrepreneurship Education Network. The packet of material included a brief explanation of the project, a copy of the form for identifying entrepreneurship education programs, and application forms for individuals desiring to enroll in one or more of the three types of preservice and inservice entrepreneurship education training. Appendix A contains a copy of the materials which were sent.

Resource Listing

As a result of mailing the 2,500 packets, on-going entrepreneurship education programs were identified. Five hundred copies of the final 205-page resource document, listing the on-going entrepreneurship education programs as of June 15, 1985, was duplicated so that it could be used and inserted in a loose leaf notebook.

The publication lists and describes the entrepreneurship education programs in operation in over 100 educational institutions in Illinois, including programs in the secondary schools, postsecondary institutions, and four-year colleges and universities. The document is intended for use by teacher educators, guidance staff, local administrators, and state personnel.

Selecting Demonstration Sites

A second effect of mailing the 2,500 packets was the identification of potential demonstration sites.

When the Entrepreneurship Education Program information forms, included in the packets (see appendix A), were returned, they were sorted into three categories: secondary, postsecondary (fulltime), and adult (parttime). An advisory panel met to select seven exemplary entrepreneurship education sites to become demonstration sites. The advisory panel consisted of representatives of the Illinois Entrepreneurship Network, SBA, ISBE/DAVTE, SCORE, ACE, Illinois Community College Board, Friends of Small Businesses, Illinois Development Council, SBA Small Business Development Centers, and the Illinois Department of Commerce and Community Affairs. For a listing of the selection criteria and a brief description of the sites, see appendix C.

The project directors of the entrepreneurship education programs that were selected to become exemplary demonstration sites were requested to attend the initial inservice training session on January 31, 1985. At this session, they were provided with a free set of PACE (Program for Acquiring Competence in Entrepreneurship) materials from the National Center for Research in Vocational Education. They were also provided with information on model programs in other parts of the country. The project directors and their staff were encouraged to participate in one or more of the three types of teacher education activities.

Preservice and Inservice Activities

Training for SBA-ACE Counselors. A unique U.S. Small Business Administration and vocational education participatory partnership was formed and is in operation. The SBA has commited staff, time, funds, and materials to train 25 vocational educators in Illinois to become U.S. Small Business Administration Active Corps of Executive Counselors.

The objectives of this inservice and preservice entrepreneurship education training are--

- to provide opportunities for vocational education personnel to participate in various business training sessions, thereby upgrading their technical and instructional competencies.

- to enable vocational education personnel to gain career information to improve career guidance and counseling of high school and postsecondary students.

- to provide students of the participants with increased awareness of entrepreneurship and small business opportunities.

- to provide an opportunity for business and vocational education personnel to improve communications and understanding of the problems, requirements, challenges, etc., involved with student and employee personnel and career development. The end result will be business and education partnerships and improved public relations which will increase an awareness and enhance the image of local vocational education programs.

The procedures and timelines for the achievement of the plan were as follows:

July-August	Worked with U.S. Small Business Administration to design the training program.
July-October	Developed criteria for selecting participants to become SBA certified counselors and established selection committee.
September-October	Notified members of professional and publish criteria and application procedures.
November	Selected 25 participants and finalized arrangements for training.
January 1985-May 1985	Participants selected worked through PACE (Program for Acquiring Competence in Entrepreneurship)
May 15-July 31, 1985	Conducted three days of training at SBA District Office in Chicago, three days of training at Northern Illinois University, and two days of field training in local communities with ACE and SCORE counselors. Four groups of four to six participants each were trained at one time in the SBA office in Chicago.

Adult entrepreneurship training sessions. Three one-day adult entrepreneurship education training sessions were conducted at Northern Illinois University. The content of the programs included:

- Role of adult education in entrepreneurship education
- The SBA structure
- Services available from SBA
- The counseling process
- Criteria used in evaluating small businesses (cash flow, operating statements, various ratios, liquidity, etc.)
- Resources and training materials available to vocational educators
- Counseling techniques used during on-site business visitations

Over 60 individuals employed in adult vocational education, in business assistance centers, and at small business development centers greatly profited from these adult entrepreneurship education training programs. (See appendix B for a copy of the programs.)

Four-week course. A 4-week preservice/inservice course, "Instructional Materials and Strategies in Entrepreneurship Education" (BE&AS 536) was conducted at Northern Illinois University in DeKalb for 12 students, beginning June 17 and ending July 11, 1985. The course, designed for individuals involved in curriculum design and development for entrepreneurship education, deals with implementing entrepreneurship competencies into new or existing courses at the elementary, secondary, or postsecondary levels. A complete course syllabus is presented in appendix D.

1985-1986 Model Program

Eleven objectives will guide the model program for 1985-86. They are as follows.

- Complete the inservice and preservice teacher education activities initiated in 1984-85 that will not be finished until after June 30, 1985.
- Work with the staff of the Illinois State Board of Education to help initiate and implement the emerging management body (network) for entrepreneurship education as recommended by the Illinois State Entrepreneurship Education Task Force.
- Assist in conducting a statewide conference to be attended by the providers and facilitators of entrepreneurship education. The goal of the conference will be the creation of a permanent management body for entrepreneurship education in Illinois and a strategic plan for achieving the goals of the management body as well as a strategic plan for implementing the Illinois State Plan for Entrepreneurship Education.

- Assist in conducting a statewide conference in conjunction with the National Center for Research in Vocational Education and the U.S. Department of Commerce that would focus on serving the needs of minority business owners.

- Continue to actively participate and contribute to the National Entrepreneurship Education Consortium at the National Center for Research in Vocational Education.

- Continue to identify entrepreneurship education needs and conduct appropriate inservice and preservice teacher education activities.

- Work with the Illinois Vocational Education Coordinating Council to establish in other institutions the entrepreneurship teacher education programs/courses that were initiated on the part of Business Education and Administrative Services at Northern Illinois University (NIU) in 1984-85. A new NIU Marketing Education and Entrepreneurship Education undergraduate teaching option was established and two new graduate-level entrepreneurship education courses were approved at NIU so that students can specialize in entrepreneurship education at the graduate level.

- Work with various agencies in an effort to secure funding for the seven exemplary demonstration sites that were selected in 1984-85 to create innovative regional entrepreneurship education delivery systems based on maximum private and public sector cooperation and collaboration. (See appendix C for a listing of the criteria used to select the sites and a description of the sites.) If funding can be secured, seven regional conferences will be held during April and May 1986 around the theme, "Model Entrepreneurship Education Programs Designed for Economic Revitalization." Video tape and live "success" sessions highlighting the demonstration sites in the state and selected programs nationally will be presented. These regional entrepreneurship education conferences will carefully focus on the need for regional delivery systems to achieve economic revitalization and the contributions that small business can make to economic development. This activity will be coordinated with the new Illinois State Board of Education Employment and and Training Policy and Regional Delivery System.

- Identify the private and public sector facilitators and providers of entrepreneurship education involved in the delivery of programs that prepare and upgrade the competencies of entrepreneurs. The purpose of identifying these individuals or agencies is to prepare a publication similar to Entrepreneurship Resources in Ohio. If funding can be secured from another agency for printing the publication, it will be distributed in 1986.

- Continue to work cooperatively and develop partnerships with the various economic development agencies to gain their support of entrepreneurship education as a viable long-term economic development strategy.

- Continue to conduct research on the role of vocational education in entrepreneurship education, the contributions of small business to economic development, and the needs of entrepreneurs.

This program can be replicated in other states. For more information, contact:

E. Edward Harris
Entrepreneurship Education Project Director
Department of Business Education and
Administrative Services
Wirtz Hall 323
Northern Illinois University
DeKalb, IL 60115
815-753-1664

APPENDIX A

TO: Curriculum Decision Makers

FROM: E. Edward Harris, Entrepreneurship Education
Project Director, Northern Illinois University

DATE: September 5, 1984

RE: Entrepreneurship Education

The state of Illinois has created a statewide Entrepreneurship Education Network and has joined with 24 other states to form a nationwide network. Northern Illinois University has been funded by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education to initiate teacher-education programs in entrepreneurship education. This effort is consistent with the policy of the U.S. Department of Education which states:

> It is the policy of the U.S. Department of Education to encourgethe inclusion of entrepreneurship as an integral part of vocational and adult education and to support all endeavors which serve to increase the capacity of vocational and adult education to deliver education for entrepreneurship.
>
> In making entrepreneurship education a focus of concern for vocational and adult education, the U.S. Department of Education believes that the quality and contributions of private enterprise will be enhanced. A new vision for entrepreneurship education, implemented by state and local initiatives, deserves the attention and support of all leaders and practitioners in American education.

We believe that entrepreneurship education provides an important challenge and opportunity for vocational education programs to make significant contributions to economic development. This entrepreneurship education project provides a unique opportunity for educational agencies, administrators, counselors, and instructors to get in on the ground floor of what promises to be one of the most exciting program ideas in a number of years because of the potential for private and public sector cooperation and participation.

You are being contacted at this time to secure your assistance in three important areas. First, to identify entrepreneurship education programs at the secondary, postsecondary and adult levels so that a resource listing of on-going programs can be prepared. Second, to help identify entrepreneurship education programs with the potential to become demonstration sites. The

third purpose is to identify instructional personnel who would like to receive education and training to become entrepreneurship education instructors and/or SBA-ACE counselors.

If you have an on-going entrepreneurship education program, please complete Information Sheet A. If you have staff members who would either like to receive education and training to either become or update their competencies in entrepreneurship education, please complete Information Sheet B.

Will look forward to receiving your completed forms and comments by September 20, 1984. Please indicate on Information Sheet A if you would like to receive a copy of the entrepreneurship education directory.

Thank you for your assistance.

INFORMATION SHEET "A"

STATE OF ILLINOIS

ENTREPRENEURSHIP EDUCATION

PROGRAM INFORMATION

1. Educational Agency and Instructor Data.

   A. Name of Educational Agency: _____

   _____

   B. Key Administrator(s) (Name and Title) _____

   _____

   C. Key Instructional Personnel:

      1. Name and Subject Area. _____

      _____

      2. Name and Subject Area. _____

      _____

      3. Name and Subject Area. _____

      _____

      4. Name and Subject Area. _____

      _____

   D. Contact Person: _____

      Educational Agency: _____

      Address: _____

      _____

      Telephone: _____

2. Program Information

A. How is Entrepreneurship Education Taught?

____ 1. Integrated into existing courses

____ 2. Separate course or courses

____ 3. Other, please specify: _____

_____

_____

B. What are course title(s)? _____

_____

_____

C. What are the major objectives of the program? _____

_____

_____

D. What major instructional materials are utilized (please attach separate list if appropriate). _____

_____

_____

E. Plans for Expansion _____

_____

_____

3. Student Data:

A. Average number of students enrolled annually. _____

B. Average enrollment by grade level:

____ 9-10 ____ 11-12 ____ 13-14 ____ Adult

Other (please specify) _____

C. How are students identified and recruited? _____

_____

D. Do you have students' success stories that can be documented?

Yes ____ No ____ How many ____

E. Would you like to receive a copy of our complete directory?

Yes ____ No ____ How many ____

F. To whom should it be mailed?

_____

_____

PLEASE RETURN TO:

E. Edward Harris
Entrepreneurship Education Project Director
BE&AS Wirtz 323
Northern Illinois University
DeKalb, Illinois 60115

STATE OF ILLINOIS
ENTREPRENEURSHIP EDUCATION
INSTRUCTOR AND SBA-ACE COUNSELOR
INFORMATION SHEET B

Northern Illinois University, in cooperation with the U.S. Small Business Administration, Illinois State Board of Education, Illinois Department of Commerce and Community Affairs, Illinois State Chamber of Commerce, Friends of Small Business, Illinois Community College Board, The National Center for Research in Vocational Education, and numerous other private and public sector firms and agencies will conduct three different types of entrepreneurship education programs for individuals who are interested in becoming entrepreneurship education instructors or SBA-ACE counselors.

The first entrepreneurship education program is designed for up to 75 individuals who are interested in administering or teaching various adult education classes such as small business management, starting your own business, or selecting a business location. Individuals who are associated with U.S. Small Business Development Centers or Illinois Business Assistance Centers are particularly encouraged to attend.

The three-day long drive-in adult entrepreneurship education training sessions will be held in the Holmes Student Center from 9:30 - 4:00 at Northern Illinois University on October 15, November 8, and November 21. The content of the programs will include:

October 15, 1984	How to organize and operate a small business ownership program The SBA Structure Services available from SBA Resources and training materials available to educators
November 8, 1984	The "why," "what," and "how" of incubators The counseling process Counseling techniques used during on-site business visitations
November 21, 1984	Criteria used in evaluating small businesses (cash flow, operating statements, various ratios, liquidity, etc.) Business development planning procedures and analysis, application procedures, and criteria for obtaining loans and governmental contracts

The second entrepreneurship education program is designed for 30 individuals who are interested in establishing entrepreneurship education programs in various elementary, secondary, and postsecondary settings. The objectives of the four-week entrepreneurship education course are as follows:

- To become knowledgeable about the entrepreneur's contributions to the American society.

- To become proficient in assessing curriculum materials that are appropriate for a specific vocational program.
- To become aware of alternative approaches to program implementation.
- To identify available instruments to profile the potential entrepreneur.
- To develop competencies in principles of entrepreneurship education.
- To identify resources and ongoing support systems for entrepreneurship.

The third entrepreneurship education program is one designed to prepare U.S. Small Business Administration-Active Corps of Executives counselors. This unique program will be made available to 25 selected individuals. The five phases of the program are briefly described below together with approximate dates:

Phase I	Self-study in the local community (time required depends on background of participants).
January-May 1985	Review or acquire the 239 competencies identified in PACE (Program for Acquiring Competence in Entrepreneurship) (to be provided by Northern Illinois University).
Program Overview	
Phase II	(Northern Illinois University--1 day)
June 17, 1985	Orient participants to program staff. Highlight areas of study acquired through PACE. Prepare for Phase II and Phase III experience.
Phase III	(Chicago U.S. Small Business Administration Office--3 days)
June 18-July 15, 1985 (Scheduled in groups of 4-6 to accommodate partici-pants & SBA)	Introduce criteria used in evaluating small businesses (cash flow, operating statements, various ratios, liquidity, and so forth) Review business development planning procedures and analysis Review application procedures and criteria for obtaining loans and governmental contracts Introduce resource and training materials available to instructors Discuss counseling techniques used during on-site business visitations.

Phase IV July-August 1985	(Field Internship--3 days) Offer three days of field experience to participants who have completed Phase III of the program. During this phase, participants will accompany SBA personnel as they visit business firms and conduct training in their local areas. During this phase, the participants will--

- observe counseling, analysis, and training procedures used by SBA personnel;
- develop with the SBA personnel a management development report for a specific firm; and
- have opportunities to discuss numerous aspects of small business problems and operations with the SBA representative.

Phase V	(Northern Illinois University--2 days)
August 1-2, 1985	Review and update Discuss evaluation

This program can be replicated in other states.

Academic credit is available for this program.

PLEASE RETURN BY SEPTEMBER 20, 1984

Please list the names and addresses of individuals who will be attending Program #1 beginning on October 15, 1984.

Name: _____

Address: _____

Name: _____

Address: _____

Name: _____

Address: _____

Please indicate which of the following entrepreneurship education program(s) for which you would like to receive additional information and application forms.

____ Program #2 Entrepreneurship Education Orientation
(June 17 - July 12 - 3 semester credit hours)

Name: _____

Address: _____

Name: _____

Address: _____

____ Program #3 SBA-ACE Counselor

Name: _____

Address: _____

Name: _____

Address: _____

- -

Contact Person:

Name: _____

Educational Agency: _____

Address: _____

City: _____ State: ____ Zip: _____ Telephone (___) _____

Return to: E. Edward Harris
Entrepreneurship Education Project Director
BE&AS Wirtz 323
Northern Illinois University
DeKalb, Illinois 60115

APPENDIX B

ADULT ENTREPRENEURSHIP EDUCATION PROGRAMS

Northern Illinois University
Heritage Room
Holmes Student Center

October 15, 1984

Session #1

9:00-9:30	REGISTRATION AND COFFEE
9:30-9:45	Welcome and Session Overview E. Edward Harris Entrepreneurship Education Project Director
9:45-10:30	How to Organize and Operate a Small Business Ownership Program Art Cornwell Rock Valley College Dick McConnell Elgin Community College Carol Eliason American Association of Community and Junior Colleges
10:30-12:00	The U.S. Small Business Administration Structure and Services Available from SBA Sam McGrier Small Business Administration Al Belluomini SBA, Assistant District Director Finance and Investment Gary Peele SBA, Business Development Specialist Minority Small Business Capital Ownership Development

1:00-3:45	Resources and Training Materials Available to Educators
	Bob Beckwith Illinois State Chamber of Commerce
	Carol Eliason American Association of Community and Junior Colleges
	Paul Gibson Illinois Department of Commerce and Community Affairs
	George Kalidonis Keller Graduate School of Management
	Sam McGrier Small Business Administration
	Jack Sheehan Friends of Small Business
3:45-4:00	Summary and Plans for November 8, 1984 Session
	E. Edward Harris Entrepreneurship Education Project Director

ADULT ENTREPRENEURSHIP EDUCATION PROGRAMS

Northern Illinois University
Heritage Room

November 8, 1984

Session #2

9:30-9:40	Welcome, Introductions, and Overview E. Edward Harris
9:40-12:00	The "What", "Why", & "How" of Small Business Incubators Nancy Smith U.S. Small Business Administration William Maloney Control Data Corporation Louis Kinum Sauk Valley College
12:00	Lunch Blackhawk Cafeteria
1:00-1:15	Illinois Resource Network Gary Scott Northern Illinois University
1:15-3:45	Counseling Small Business Clients (a panel presentation and discussion) Sam McGrier U.S. Small Business Administration Presiding Karen Cross Alexander Grant Morry Nagle Dan Horwich U.S. Small Business Administration, SCORE
3:45-4:00	Plans for November 21, 1984 E. Edward Harris

Funded by Illinois State Board of Education, Department of Adult, Vocational and Technical Education

ADULT ENTREPRENEURSHIP EDUCATION PROGRAMS

Northern Illinois University
Heritage Room

November 21, 1984

Session #3

9:30-9:40	Welcome, Introduction, and Overview E. Edward Harris
9:40-11:00	Criteria for Evaluating Small Businesses Conrad "Connie" VanHazebroeck Peat, Marwick and Mitchell, Co.
11:00-12:00	Business Development Planning, Procedures and Analysis Susan Winer Stratenomics
12:00	Lunch Blackhawk Cafeteria
1:00-2:00	Business Development Planning, Procedures and Analysis Susan Winer Stratenomics
2:00-3:45	Public Sector Procurement-- State and Federal Robert Murphy U.S. Small Business Administration Vicki Kovski Illinois Department of Commerce and Community Affairs
3:45-4:00	Future Plans E. Edward Harris

* Funded by Illinois State Board of Education, Department of Adult, Vocational and Technical Education

APPENDIX C

DEMONSTRATION CENTERS

Seven entrepreneurship education demonstration centers were identified by the State of Illinois Task Force on Entrepreneurship Education.

Selection Process

The criteria for selecting the demonstration sites were as follows:

- 40 percent - Impact (success stories, number of students served, etc.)
- 20 percent - Uniqueness of program
- 20 percent - Cost effectiveness
- 10 percent - Special populations served
- 10 percent - Generalizability

More than 85 secondary and postsecondary educational institutions completed the information sheet, "State of Illinois Entrepreneurship Education Program Information." From these forms, twenty institutions in the state were selected, and they provided documentation in response to the following five questions

- What are the unique characteristics and major strengths of your entrepreneurship education program?
- To what extend are partnerships being established with private sector firms and organizations?
- To what extend are partnerships being established with various public agencies and organizations in our region including other education agencies?
- What is the current and future impact of the program in terms of serving student, commerce, industry, and community needs?
- To what extend would your staff members be willing to participate in various inservice education and training programs?

Each of the seven demonstration centers is briefly described below.

Demonstration Center Descriptions

College of Lake County (Grayslake, IL). The College of Lake County was selected for three major reasons. First, the Adopt-a-Firm program has experienced much success. This is a unique program in which the small business management class adopts a firm and helps that firm. This program has been so successful that Illinois Bell and Abbott Labs are financially supporting this program, and the college has also developed an outstanding working partnership with Travenol Laboratories as a result of Adopt-a-Firm. Second, the college has an outstanding relationship with the Great Lakes Navel Base and provides instruction to 30,000 students annually. Third, the College of Lake County has made a regional commitment to economic development and is well along in putting into place a comprehensive economic development program consistent with the state of Illinois model for economic development. Forth, it is clear that a most effective working relationship exists between the community college, the area vocational center, and other developers of education and training.

Sauk Valley College (Dixon, IL). Sauk Valley College has become the prime mover of economic development in the Dixon/Sterling area during the past three years. They now have a small business incubator on campus that is sponsored by three local groups: the Hometown Heritage Foundation of Lee County, the Sauk Valley Area Council for Economic Development, and the Sauk Valley College. In addition, the area has a local Small Business Administration 503 financing company, and a small private venture capital firm. A second venture capital firm is now in formation, and will be administered by the Area Council for Economic Development.

Louis Kinum and two additional key administrators at the college have been working to implement the state of Illinois model for economic development and have been working closely with the staff at Northern Illinois University the past three years. An additional positive factor is that, with extremely high unemployment and talk that the steel plant may close, the Sauk Valley area is in need of such a long-term economic development program.

Elgin Community College (Elgin, IL). The commitment of commerce, industry, education, government, and labor to economic development in the Elgin area is well known. The December 1984 issue of the "Illinois Development Council Newsletter" highlighted the private and public partnerships which have been developed. Richard McConnell, who serves on the State of Illinois Entrepreneurship Education Task Force, has made major contributions to entrepreneurship education throughout Illinois. He is also the director of the Small Business Development Satellite in the Elgin area and has assisted numerous community colleges in establishing small business management programs. Elgin Community College has developed very special relationships with the U.S. Small Business Administration, Illinois Department of Commerce and Community Affairs, SCORE, area chambers of commerce, and professional business associations. Dick McConnell is an entrepreneur and has proven that entrepreneurs themselves do an outstanding job in preparing other

entrepreneurs. The selection of Elgin Community College will bring about regional cooperation among four community colleges, numerous secondary schools, and a major university.

DuPage Area Vocational Education Authority (DAVEA) (Addison, IL). The DAVEA continually provides students with hands-on experience in many different areas such as a retail store, horticulture laboratory, cosmetology laboratory, and food service. These experiences allow the students to put into practice the theory that they have learned. DAVEA also plans to put into operation a model store as a campus satellite training base. Gail Moran is particularly interested in studying and implementing a portion of the enterprise school concept that is currently in operation in Michigan. (This high school is organized in such a manner that the students actually create various types of enterprises within the school. This program has proven highly successful in serving disadvantaged students as the potential for such a program in Illinois is most exciting.) By the nature of its mission, DAVEA does serve a number of communities and an excellent relationship exists between the DAVEA and the College of DuPage.

Carl Sandburg College (Galesburg, IL). Carl Sandburgh College is working closely with Control Data in the preparation and implementation of incubator sites in Galesburg and Monmouth. The partnership that is being developed is most conducive to developing a regional entrepreneurship education network. The college has recently established a Center for Agriculture, Business and Industry at a downtown location in Galesburg. This center works extensively with many businesses on high impact training service grants and has a specialist trained in government procurement so that they can assist private businesses in that area. The college has also completed a grant application with Monmouth College, Spoon River College, and John Wood College to become a small business development center. This area of the state has experienced some very serious economic problems. The leaders at Carl Sandburg College are commited to playing a key role in helping to implement a long-term regional economic development strategy.

Southern Illinois Area (Tamms, Carterville, and Anna, IL). The program in this rural southern Illinois area would be a program involving the career guidance center, the community college, and secondary schools. Two programs designed in Minnesota would be implemented in this area including the small town business program and the farm management program. An additional component of this program will be the implementation of the new entrepreneurship education program for displaced adults that will be released in the near future by the National Center for Research in Vocational Education. Dr. Grace Duff is most enthusiastic about developing an entrepreneurship education program in this part of the state and is currently working to develop a comprehensive regional plan that will include entrepreneurship education.

Chicago Public Schools (Chicago, IL). A unique partnership involving Junior Achievement; the Illinois Council for Economic Education, Marketing and Distributive Education; and entrepreneurship education is being planned for Chicago. The entrepreneurship education program would involve three secondary schools on an initial basis but would be expanded to involve the community colleges in the near future. The initial support that the concept has received from Dr. Gerald Bober, Chicago Public Schools; Dr. John Lewis, Illinois Council of Economic Education; and Mr. John Dickinson, President of Junior Achievement; is most incouraging. This program should provide students not only entrepreneurship education but also economic education using an innovative delivery system.

APPENDIX D

Northern Illinois University
BE&AS 536

Instructional Strategies in Marketing and Entrepreneurship Education is designed for those individuals involved in curriculum design and development for entrepreneurship education. This seminar is highly recommended for those individuals who are planning on implementing entrepreneurship competencies into new or existing courses.

Monday, June 17, 1985

I. Overview, Introductions, and Determining Goals of Participants

II. The Economic Development Process and Role of Education in the Process

III. Contributions of Entrepreneurship Education to Economic Development

IV. A Look at Entrepreneurship Education Models on State and National Levels

A. Definition of the entrepreneur and entrepreneurship education

B. Dimensions of entrepreneurship education

1. exposure
2. exploration
3. preparation

C. Organization for entrepreneurship training

1. as a searate program
2. as a part of an existing program
3. as a part-time program for adults

D. Profiling entrepreneurs

Tuesday June 18, 1985

I. Examine Selected Curriculum Materials

II. Identify Relevant Organizations Interested in the Promotion and Expansion of Entrepreneurial Training

III. Identify How Curriculum Materials Can Be Used in Various Types of Educational Institutions

IV. Curriculum Development Factors -- Internal and External

Wednesday June 19, 1985

Vicky Kovski -- Illinois Department of Commerce and Community Affairs

Arnie Ochakoff -- U.S. Small Business Administration

I. Resources and Materials Available to Educators From State and Federal Agencies

II. Establishing Networks

Thursday, June 20, 1985

Dr. Cathy Ashmore -- The National Center for Research in Vocational Education

I. Designing the Entrepreneurship Education Curriculum

II. Materials and Activities at Various Levels

III. The National Program in Entrepreneurship Education

Monday, June 24, 1985

Dr. John Lewis -- Illinois Council for Economic Education

Instructional Materials and Services Available from the Illinois Council for Entrepreneurship Education

Tuesday, June 25, 1985

John O. Dickinson -- Junior Achievement

Instructional Materials and Services Available from Junior Achievement

Wednesday, June 26, 1985

Dr. Gene Roth -- University Coordinator for Vocational Education

The New State of Illinois Regional Delivery System and the Contributions of Vocational Education to Economic Development and Entrepreneurship Education

Thursday, June 27, 1985

Preparing to Design the Entrepreneurship Education Curriculum

July 1-9: Field Work in Local Communities

1. Design entrepreneurship training
2. Assess curriculum priorities
3. Implement entrepreneurship training
4. Evaluate entrepreneurship education

July 10-11: Report to Class on Entrepreneurship Education Field Work

For more information, contact:

E. Edward Harris
Professor of Marketing and
Management Education
College of Business
323 Wirtz Hall
Northern Illinois University
DeKalb, IL 60115

Minnesota

Small Business Management (SBM) Program: (Modified) Minnesota Model

The original Minnesota Model of Small Business Management (SBM) education was developed in 1973 by the University of Minnesota, Department of Vocational Technical Education, pursuant to a grant from the U.S. Office of Education. The model originally focussed on the needs of established, family owned and operated small businesses and stressed financial data organization, analysis and management. The increase in business start-ups and the changing needs of entrepreneurs have caused the Minnesota Area Vocational Technical Institute (AVTI) system to review and expand the Minnesota SBM Model. This expansion includes the introduction of service options and greater emphasis on marketing and business planning content areas.

Goal and Objectives

The overall goal of the Small Business Management education program is to assist potential, new, and experienced entrepreneurs to better deal with concerns in financial management, marketing, merchandising, personnel management, government rules and regulations, computerization, and business start-up. Specifically, this program benefits participants by--

- increasing the potential entrepreneur's ability to develop and implement a realistic business plan,
- developing the entrepreneur's knowledge and understanding of the economic and business principles upon which sound business decisions are based,
- developing the entrepreneur's ability to effectively utilize the decision-making process in managing his or her business,
- developing the entrepreneur's ability to adapt his or her business to change in response to predicted business trends,
- increasing the business person's knowledge of the technical aspects of his or her business operation,
- increasing the entrepreneur's skills in performing the functions of management and business operation,
- improving the entrepreneur's ability to recognize the use and values of auxiliary services and agencies in the operation and management of his or her business, and
- increasing the entrepreneur's interest in the total welfare of the community and increasing the entrepreneur's awareness of civic responsibility.

Program Services and Delivery

Twenty-two (22) of Minnesota's 30 Area Vocational Technical Institutes (AVTIs) deliver approved SBM programs to potential, new and established businesses. SBM instructors are licensed by the State Board of Vocational Technical Education. State approved programs are authorized to deliver three service options.

a) The SBM Program

The SBM program is the cornerstone of AVTI services to the small business community. The program provides both instruction at the business site and in group settings. Business site instruction is provided in monthly visits of about 3 hours in duration. Group sessions are either provided once per month or in a series format of once per week for 8 to 10 weeks.

Businesses may enroll for up to three (3) years. Each year a business enrolls in 33 hours of on-site and 30 hours of group instruction.

The business enrolls in the program and may involve any or all business members or employees to on-site or group instructional sessions.

b) Short-Term SBM Instruction

Businesses requiring limited instruction and guidance in such areas as business planning, financial packaging, marketing, financial management, etc., may take advantage of this option for up to 6 hours of service annually. Short term instruction enrollees may enroll in the longer-term SBM program if they wish.

c) Special Courses, Workshops and Seminars

AVTIs may offer courses, workshops and seminars in addition to classes offered as part of the SBM program. The topics of these offerings are determined by local small business community needs.

Program Content

Formal curriculum for the SBM program was last updated in 1980. The 1980 curriculum covering three years of instruction emphasizes Small Business record organization, analysis and reorganization. Actual program content, however, has always far surpassed the formal curriculum. Recently a more complete "menu" of program content has been developed, covering areas addressed in individualized, on-site sessions as well as group sessions. The instruction provided to each business varies somewhat according to the particular needs of the business. A needs assessment instrument is used to identify content areas to be covered.

The SBM program "menu" which includes likely areas for long-term and short-term instructional activity, is depicted in Appendix A.

The 1980 SBM curriculum may be purchased from the Minnesota Curriculum Services Center, 3554 White Bear Avenue, White Bear Lake, MN 55110.

The needs assessment instrument is available upon request from Lynda Rago, Minnesota State Board of Vocational Technical Education, 550 Cedar St., St. Paul, MN 55101.

Tuition and Funding

Approved SBM programs receive approximately 75 percent of program costs in state vocational education aids. Statewide tuition rates for FY86 are:

a) SBM program - $356 per year, per business
b) Short-term instruction - $10 per hour, per business
c) Special courses, etc. - State hourly rate per individual

Inter-agency agreements exist between the Minnesota Board of Vocational Technical Education and the Minnesota Department of Energy and Economic Development which provide scholarship assistance to businesses enrolling in short-term or long-term SBM instruction. Half of the AVTIs providing approved SBM programs have financial agreements with the Small Business Development Centers and serve as centers or satellite offices for the SBDC network. The Governor's Council on Rural Development provides scholarships to rural-area businesses for enrollment in the program.

Results

The original (1976) cost: benefit study of the SBM program showed that for each $1.00 the enrolled business invested into the program, there was a return of about $12.00 to the business. Since that time, locally analyzed data indicates very sizable increases in net profit (400%, average) of businesses enrolled for one year or more. Statewide data is currently being collected.

Minnesota AVTIs serve about 700 businesses in the SBM program annually and approximately 200 businesses per month in short-term instruction.

National Network

The SBM program model or variations of the model are being implemented in several states and the Province of Ontario. Other states besides Minnesota include Oregon, Washington, Ohio, Wyoming, Colorado, North Dakota, South Dakota, Oklahoma, Montana and Pennsylvania.

The International Association of Small Business Management Instructors exists to bring together practitioners from SBM and related programs across the U.S. and Canada.

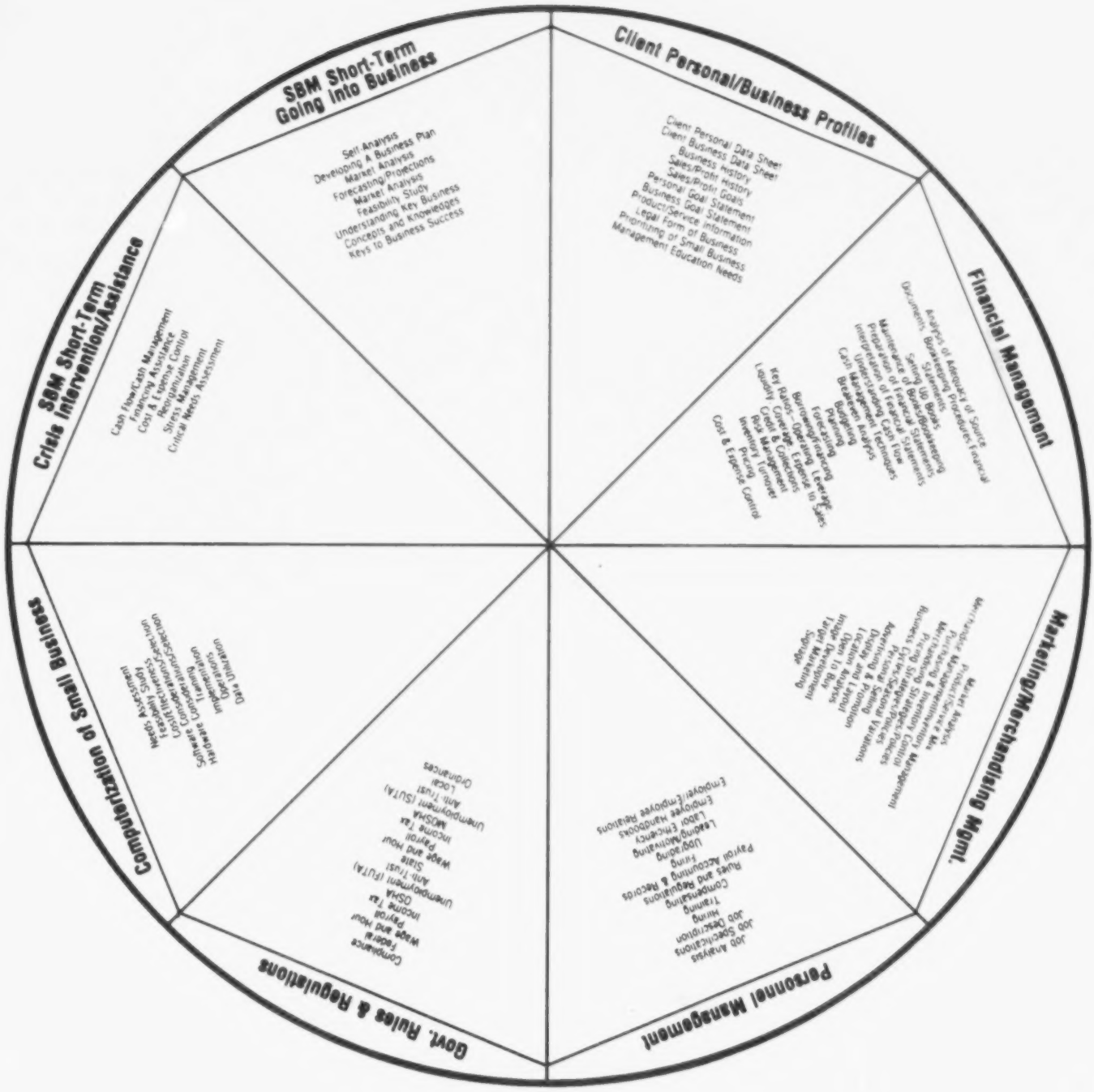
For Further Information

Contact: Lynda Rago, Program Specialist
SBM/Marketing Occupations
Minnesota Board of Vocational Technical Education
550 Cedar Street
St. Paul, MN 55101
(612) 297-1475

Program Locations

Appendix B lists all locations for Small Business Management programs approved by the Minnesota Board of Vocational Technical Education.

APPENDIX A



Small Business Management
Curriculum Mix

Appendix B

Locations of Small Business Management Programs Approved by the Minnesota State Board of Vocational Technical Education.

Alexandria AVTI
1601 Jefferson St.
Alexandria, MN 56308
612/762-0221

Anoka VTI
Box 191
Anoka, MN 55303
612/427-1880

Austin AVTI
1900 NE Eighth Ave.
Austin, MN 55912
507/433-0600

Bemidji AVTI
Roosevelt Road & Grant Ave.
Bemidji, MN 56601
218/751-4137

Brainerd AVTI
300 Quince St.
Brainerd, MN 56401
218/828-5302

Canby AVTI
Canby, MN 56220
507/223-7252

Dakota County AVTI
1300 145th St. East
Rosemount, MN 55068
612/423-2281

Detroit Lakes AVTI
Highway 34 East
Detroit Lakes, MN 56501
218/847-1341

Duluth SBM Program
404 Board of Trade Bldg.
Duluth, MN 55802
218/726-1802

Faribault AVTI
1225 SW 3rd Street
Faribault, MN 55021
507/334-3965

Granite Falls AVTI
Highway 212 West
Granite Falls, MN 56241
612/564-4511

Hibbing Business Center
522 E. Howard St., Suite 204
Hibbing, MN 55746
218/262-3940

Mankato AVTI
1920 Lee Boulevard
Mankato, MN 56001
507-387-1851

Minneapolis Technical Institute
1415 Hennepin Avenue
Minneapolis, MN 55403
612/370-9433

Pine Technical Institute
1100 Fourth St.
Pine City, MN 55063
612/629-6764

Red Wing AVTI
Highway 58 @ Pioneer Road
Red Wing, MN 55066
612/388-8271

Rochester AVTI
1926 Southeast 2nd St.
Rochester, MN 55901
507-282-2560

St. Paul TVI
235 Marshall Avenue
St. Paul, MN 55102
612/221-1431

Thief River Falls AVTI
Highway #1 East
Thief River Falls, MN 56701
218/681-5424

Wadena Development Center
317 South Jefferson
Wadena, MN 56482
218/631-2674

Willmar AVTI
Box 1097
Willmar, MN 56201
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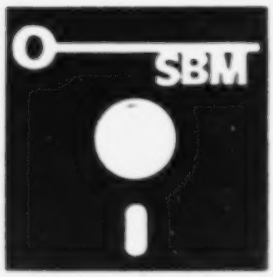

SMALL BUSINESS MANAGEMENT: THE KEY TO SUCCESS

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- Have you started a new business venture?
- Do you want to be in business five years from now?
- Do you want to improve your ability to manage your business?

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Small Business Management (SBM) education is available to Minnesota's small business owners at many Area Vocational-Technical Institutes (AVTIs).

The SBM program will offer you practical, systematic instruction in

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- Record systems and financial analysis
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- Marketing
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- Taxes
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An instructor will work with you to assess your individual business needs. Individualized instruction is provided *at your business* on a monthly basis.

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Retail, service, wholesale, construction and manufacturing businesses benefit from the SBM program.

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Minnesota's AVTIs can give you the key to success.

MINNESOTA SMALL BUSINESS MANAGEMENT PROGRAM

BROCHURE

New Jersey

GIFTED AND TALENTED ENTREPRENEURSHIP TRAINING PROGRAM

Background

Ocean County Vocational-Technical School in New Jersey developed and is operating an entrepreneurship training program for gifted and talented vocational students. Program development was supported by the New Jersey Division of Vocational Education, Mr. Gordon Ascher, Assistant Commissioner.

The program requires that students be pulled from their regular vocational classes one-half day per week to attend the entrepreneurship training program. Students are required to complete all work or assignments which are missed as a result of their absence from their regular classes.

The program was developed in response to a growing concern about an often-forgotten segment of our student population--the gifted and talented vocational student. The secondary school vocational training priorities traditionally centered around preparing the high school graduate with entry-level skills for the immediate job market or for further education at advanced trade and technical schools. A survey prepared in January 1984 for the Ocean County Vocational-Technical School Class of 1983 indicated that these priorities are well founded. Sixty-seven percent of the students went into full-time employment of which 37 percent were working in trade-related jobs. Another 21 percent of the students went into full-time postsecondary education institutions. The need for programs for gifted and talented students and the recognition that training for a very important segment of the economic community was also not being addressed--the entrepreneur--led to this project.

Problem

Recognizing the fact that many gifted and talented vocational students have the intellectual or manipulative skills to progress educationally far beyond the other students and that these very students often become apathetic, discipline problems, and attendance casualties because they are not being challenged by their curriculum, it seemed appropriate to develop a way to identify these students and provide a program to expand their knowledge in an area of interest to them.

As first conceived, it was thought that outside consultants might be used to present a PACE (Program for Acquiring Competence in Entrepreneurship) program. However, final funding of the project required certain changes and modifications in the program presentation. These changes were incorporated without losing sight of the major objectives.

Product Objectives

- To develop criteria for identifying and selecting gifted and talented vocational students for the program

- To ascertain the effectiveness of appropriate instructional materials and methods for teachers to use in introducing entrepreneurship skills to gifted and talented students

- To develop or locate an evaluation instrument designed to assess the entrepreneurship skills taught in the project (pretest and posttest)

Process Objectives

- To review and summarize current literature concerning gifted and talented students in relation to those entrepreneurship characteristics deemed necessary for an individual to become successful in the world of business

- To interview the Ocean County Vocational-Technical School's faculty and administration to help determine criteria for selection of student participants

- To present a course of instruction to 20 selected students on basic entrepreneurship skills, including the major responsibilities and functions of the small business owner

- To select an additional 20 students to function as a control group for the previously mentioned treatment group

- Administer a pretest and posttest to both groups

Background Information

Many previous attempts were made to secure funding for a similar project over a 5-year period. Feeling very strongly about the issues of the potential for failing to fully develop our gifted and talented students and their future impact on Ocean County's economic community, specifically as new business owners, funding requests were continued.

In addition, in a review of 1-year and 5-year follow-up surveys of graduates, it was found that many of them had gone on to open their own small business without having the benefit of preparation for this career choice at the secondary school.

According to the April 1980 issue of Career World magazine, "There are 10.4 million small businesses in the country. They provide 58 percent of the total United States employment. More than 100 million Americans look to small businesses for their livelihoods." Small businesses are not small business, they are big business! And, in Ocean County, small businesses are responsible for the bulk of economic activity. Ocean County is not highly industrialized, and its survival depends upon the creation and growth of small service industries. It is extremely important that entrepreneurs use their skills to create and cultivate small enterprises so that the county and state can continue to grow and prosper.

This project developed the criteria for the identification and selection of vocational gifted and talented students who characterize a potential for successful entrepreneurship. The project will further develop the budding interest in the career option of entrepreneurship by creating, in a vocational setting, the simulations of real business world problems and solutions from initial planning of the small business to operation, growth, and continued success.

Procedures

The following procedures were implemented in order to accomplish the previously stated objectives:

- A teacher/coordinator was hired to act as the Project Coordinator, conduct the required research, teach the course, and prepare the program evaluations.

- Research material was gathered concerning the identification and selection of gifted and talented students, in general. This material was reviewed and applied to specific requirements: that is, how a gifted and talented vocational student could be identified for the primary purpose of discovering potential entrepreneur talent. The main source of this research material was found by searching ERIC (Educational Resource and Information Center) and the New Jersey Vocational Education Resource Center (VERC) in Old Bridge, New Jersey.

- Having summarized these data, criteria were then developed for nomination of candidates to be considered for placement in the program.

- Through group meetings with all faculty members at each center and individual meetings with each teacher, the purposes and objectives of the research project were outlined. It was emphasized that only 20 students would be selected for the program and an additional 20 students would be placed in a control group to take the pretest and posttest.

- The project coordinator researched for available course materials and methods, searching not only ERIC and VERC but also writing to all 50 states to request information from the State Supervisors of Trade and Industrial Education. More than 50 percent of the states responded to the request.

  The resulting material which developed from a core text was supplemented by many of the other materials, including PACE.

- A classroom was selected and the pretest was administered to the selected treatment and control groups.

- Fifteen weekly meetings were scheduled and a variety of instructional methods were utilized to present the entrepreneurship skills: how to

open and manage a small business. The teaching methods used were lecture presentations supplemented by audio-video simulations concerning business location and pricing techniques. The classroom itself was arranged as a business seminar in a U-shaped conference room atmosphere. This included providing coffee, tea and juice for students and allowing them to move about the conference room at their option during the two and one-half hour sessions.

- A posttest was administered at the conclusion of the classroom presentation to both the treatment and control groups (same as pretest).

- A luncheon was held at the end of the program on May 31, 1984 to honor the participants and to disseminate the results of the program to vocational administrators from other districts.

Findings

Identification and Selection for the Program

The findings concerning the first major objective--identifying the gifted and talented vocational student--were based upon examining and reviewing current literature on the subject. An excellent summary was presented in a small pamphlet distributed by the National Education Association called "Gifted and Talented Students--What Research Says to the Teacher" by Frederick B. Tuttle, Jr.

The selection criteria started with nominations from the classroom teacher. They were asked to review their current students and find those who, in their opinion, had the potential to make a go of their own business. Criteria included those students who have demonstrated skills in the vocational area and strength in many of the successful entrepreneur characteristics. It was necessary also for the teacher to consider the student's ability to not only take on the additional responsibility for the new course material but to also be able and willing to make up all vocational classroom assignments and projects missed while attending the 1-day-a-week program.

The nominated students were asked to complete a student survey that would identify those students who wanted to participate, felt they had the necessary qualifications for the program, and had an interest in opening their own business. Interestingly, of the 106 nominations, 101 students wanted to participate, so the next task was to evaluate all candidates on the basis of being a Prime, Good, Fair, or Poor candidate considering four major criteria and the rating in each of those areas.

The first area was vocational grades achieved in the first year of the vocational program granting a score of 1 for an A, 2 for a B, 3 for a C, and a 4 for a D or F. For those candidates who were participating as a senior in a 1-year vocational program with no previously related vocational courses, we used their overall grades at their home high school.

The second criteria was based on entrepreneur characteristics. The student's self-evaluation on 12 major entrepreneurial characteristics ranged from a 1 for the statement being "Very True" to a 5 for being "Very False." The possible range of scores were from 12 to 60. Scoring ranges were given as follows: 1 for 12-18; 2 for 19-27; 3 for 28-38; and 4 for 39-60.

The third criteria scoring related to the student's school year and scoring ranges as follows: 1 for 12th-grade student; 2 for 11th-grade student but in 2d year of vocational program; 3 for 11th-grade student and in 1st year of 2-year vocational program; 4 for 10th-grade student.

Our final criteria scoring was granted on the basis of any family members currently in their own business. A score of 1 for Yes and 2 for No was used.

Using these selection criteria, a Prime candidate would be a student whose overall score in the four areas was either a 4 or 5; a Good candidate, a 6 or 7; a Fair candidate, an 8 or 9; and a Poor candidate, a 10-14. Also, no candidate could be penalized for weakness in any one area and it was agreed to select as finalists only the Prime and Good candidates. Bases on this scoring system, there were 83 candidates from which to select our 20 students for the treatment group and 20 for the control group.

Selection of Instructional Materials and Methods

The original project request was for paid consultants to teach the course using the 18 core modules of the PACE (Program for Acquiring Competence in Entrepreneurship) program. Hiring of outside consultants was not funded and this role was assumed by a newly hired teacher or coordinator. The project coordinator conducted a search of ERIC, VERC, state and local educators, and also requested information from the state supervisors of Trade and Industrial Education in all 50 states. Local libraries, the Chamber of Commerce, CORE, and the U.S. Small Business Administration in Newark, New Jersey, were also contacted for curriculum materials. A wide assortment of materials and ideas to teach entrepreneurship was accumulated. It was decided by the coordinator to use a well-written basic presentation found in the text Getting Down to Business, What's It All About? by Carolyn McFarlane, May 1981. This core module was ideally suited because of the following:

- The reading level was appropriate for our students.
- Cost was $10 per copy versus $35 for each of the 3 levels and 18 units of PACE.
- It came with its own quiz to be used as an assessment instrument.
- It provided goals and objectives for each of 15 lessons.
- Each lesson had a case study, individual and group activities, and discussion questions with a teacher's outline.

- The curriculum was supported by 36 additional business specific modules.

- A resource guide of existing entrepreneurship materials was provided.

The core text was supplemented by incorporating many of the materials and methods found during the literature search, such as a good annotated glossary of business terms used by the Small Business Administration; several films, filmstrips and VHS videotapes were located at VERC; and additional entrepreneurship miniproblems for class discussions were located and used. Volunteer guest speakers from local businesses provided business-specific professional advice in their professional areas of expertise such as law, insurance, banking, and accounting. The most significant and exciting supplement to the program came from two business simulation games for real hands-on activity by small group participants. One game provided a simulation experience in finding the right location for a specific type of business with 10-12 particular needs. This required choosing one of nine locations that best satisfied those business profile needs and a location where information could be gathered from 10 different sources. Game two was a continuation of game one in that the location chosen helped determine the sales prospects. Of three basic product groupings, the right price had to be found for each one that maximized profits and covered fixed and variable costs. A curriculum outline appears in the appendix.

Since this was a unique program for the gifted and talented, and participants were vocational students who were accustomed to lab and shop hands-on activities, it was decided to depart from the typical classroom arrangement for lecture presentations. The classroom was arranged as a business conference complete with U-shaped table arrangement. Refreshments provided for natural or self-directed breaks on the part of the students. Students were provided with name tent cards, and these were randomly placed during the first few sessions. Later sessions required students to pick up their own name cards and choose their own places. This approach encouraged faster group cohesiveness and easier group interaction and discussion. For the game sessions, the students were randomly selected for one of six teams of three partners each to work together to solve the business problems at hand. This activity created excellent small group interaction and the competitive spirit soon took hold to find the best location and right price. The games provided an excellent opportunity to experience real-life business conditions without risking personal finances or bankruptcy.

Evaluation Instrument to Assess Skills Taught

As indicated, the core text included its own quiz that could be used as an assessment instrument. The quiz provided 20 questions with 54 answers, most of which were fill-in type responses. There were six multiple-choice questions, eight matching and one where the order of four steps in a business plan needed to be arranged. This instrument provided for a broad range of acceptable answers, and a student could draw on not only classroom learning but personal life experiences as well. In this way, the teacher could

determine what areas were weakest and spend less time on subject matter that all of the students understood. The quiz questions required the student to master most of the objectives of each unit of study and therefore served very well as an evaluation instrument.

Interpretation of Findings

Identify and Select Gifted and Talented Students

The four basic criteria for selection for the program are appropriate areas for consideration. Vocational grades, entrepreneur characteristics, school year, and family in business are the four areas, and weakness in any one area will not exclude a good candidate from the program.

In spite of the research warnings not to use teachers to nominate candidates because of their proven inability to identify gifted and talented individuals, it is believed that this is the best choice for several reasons. Although teachers cannot specifically identify the "gifted" if in fact that term is restricted to high I.Q., superior math, or superior language skills, research suggests that even this can be overcome by proper training in the identification process. Furthermore, the term for gifted and talented was explained to the teacher as a student who has demonstrated exceptional skills in their vocational subject just as a musician or artist may be considered gifted and talented. The typically academic-oriented acceleration programs usually call for criteria of I.Q. scores in excess of 130 and/or math and verbal scores in the nineties. The students, the teachers were told, need not be excluded on that basis since these scores were not part of the selection criteria. The teachers and administrators for the most part did an excellent job of nominating since not one of the 106 nominees proved to be a Poor candidate and only 14 of them were found to be Fair candidates. That screening process proved very successful when one considers a student population of almost 2,000, even when you subtract out 300-400 prevocational and special education students. The candidate evaluation tools used by the teacher, however, have been revised to provide for more input on specific areas instead of only naming a candidate. This would force the teacher to make a decision on the strengths and weaknesses in each of many key areas of consideration and avoid the temptations of the "halo" effect.

One area of difficulty was the reluctance or resistance on the part of some teachers to release their "superstars." The exceptionally gifted and talented second-year vocational students in some cases served as unofficial teaching assistants or provided the necessary emotional satisfaction for the instructor, a reason for teaching rather than using their trade skills in financially more rewarding endeavors. Some teachers also felt that fifteen or twenty 1-day-a-week absences for any student would be too much to overcome or that it may be in violation of some program's required hours in instruction for future licensing. A sentiment also voiced concerned the fact that there were so few seats available in the program since only 20 students would be chosen that it was not worth the effort. With additional selling effort,

especially one-on-one persuasion, these areas can be resolved in a manner that is mutually beneficial--especially for the gifted and talented student who desires to be in the program.

With the suggested changes mentioned, this project has developed an appropriate method for identifying gifted and talented students and, more particularly, for discovering that unique group of gifted and talented vocational students who additionally exhibit many of the characteristics of successful entrepreneurs and are willing and eager to add this educational experience and opportunity to their secondary school accomplishments.

Selection of Instructional Materials and Methods

To rely too heavily on any particular text or approach would deny the expected freedom for the teacher to supplement and utilize what would work best for a particular group. The text was distributed at the start of each class and collected at the end of the period. Halfway through the course, the text was signed out by most of the students. At the end of each lesson, a handout was distributed highlighting the points covered and included additional supportive information that the students could maintain in their own notebooks. Each student was also provided with 35 free government pamphlets on many of the lesson areas. These were provided by the U.S. Small Business Administration office in Newark, New Jersey, courtesy of Mr. Henry "Bud" Harra, who was also one of our guest speakers.

Of all the methods used, it became evident that variety and movement worked best for these vocational students who would not tolerate 2 1/2-hour lecture sessions--even 30-minute stretches reached the limits of tolerance for most of the students who had become accustomed to lab and shop hands-on activity and freedom of movement in the larger vocational teaching environments. By interspersing as many of the materials and methods as possible in each and every meeting, natural breaks and movement were provided.

Evaluation Instrument to Assess Skills Taught

The textbook selected included its own evaluation instrument, which was a pretest and posttest. For the pretest, all the students who were selected for the classroom treatment group and the control group were assembled into one room at each of the four vocational centers. They were told that their help to gather information in an additional survey concerning their current awareness of business functions and responsibilities was needed. At this point, none of the students knew who was in which group. The results showed that the student average on the pretest was 66.588 for the treatment group ($\bar{Y}$). The overall mean pretest score for all 36 students who took both the pretest and the posttest was 67.025. The recommendations found in the U.S. Department of Health, Education, and Welfare booklet, "A Practical Guide to Measuring Project Impact on Student Achievement--Number 1," published in 1975, was used.

Dissemination Activities

Dissemination took several forms. Periodic reports of progress were made available to the staff of the Ocean County Vocational-Technical School and to other interested parties including local and regional newspaper releases with photographs.

A dissemination luncheon with an awards presentation was held in May for the purpose of reviewing the progress in the development of the program and its results.

Various educators within the state of New Jersey were contacted for their opinions and advice. As a result there have been numerous inquiries and requests for information and materials from those who are currently involved in similar gifted and talented programs.

An interim report was submitted to the Division of Vocational Education in spring 1984. This document was the final report for the 1983-1984 school year.

Sex Bias and Sex Role Stereotyping

Since the Ocean County Vocational-Technical School is constantly striving to eliminate sex bias and sex role stereotyping, great care was taken to encourage participation of students without regard to sex. Nomination and selection criteria do not include consideration of sex or sex role stereotyping.

Instructional materials were selected for all content areas regardless of the sex make up of the class. In addition, these materials were selected because they were written in a manner designed to discourage and avoid sex bias and sex role stereotyping.

Conclusions and Recommendations

From available pretest and posttest statistical evaluation, it is apparent that this program did produce statistically significant achievement gains. In addition, summary composites of the student evaluation forms completed at the end of each class and at the end of the course by the participating students indicate that they too found the program interesting, informative, and enjoyable. Most students indicated that 15 weeks were not sufficient to cover all they wanted to know.

The most significant result of this program has been the development of criteria for identifying and selecting vocational gifted and talented students. The long-held belief that gifted and talented vocational students do exist and that they want their skills, talents and abilities recognized, challenged, and expanded was verified. Over 95 percent of the candidates nominated volunteered to participate in the program and there was great

disappointment on the part of those students who were not selected to attend the classes.

It is also obvious that not only are entrepreneurs a major county, state, and national economic resource, their failure rate is appallingly high due mostly to incompetence in management skills and inadequate financing. This program, although designed as only a basic introduction to entrepreneurship, is intended to excite sufficient awareness and interest for the self-directed search for knowledge and acquisition of required skills on the part of the budding self-employment, career-oriented vocational high school student.

The interest shown in this project within the Ocean County Vocational-Technical School's staff and student body also expanded to include other vocational districts as well. The enthusiasm of all who participated was very much in evidence, especially on the part of our visiting professional business community guest speakers. The unique marriage between vocational education and the business world became more than a dream--it became a reality.

As a result of the positive impact of the program upon teachers, participating students, and the business community, it was highly recommended that the program be continued and expanded within the vocational school district. This description can be used by others as a starting point for helping gifted and talented vocational students expand and more fully use their potential.

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APPENDIX

Curriculum Outline for Gifted and Talented Entrepreneurship Training Program

Course Objectives

1. To prepare students with an introduction to the career option of owning and operating a small business of their own.

2. To present 45 hours of instruction and practice during a mini-pullout program to learn the specific skills, characteristics and responsibilities of the small business owner.

3. To provide a summary evaluation of the proficiency achieved by each student representing the most important content areas presented in the entrepreneurship course skill profile.

4. To help each student develop positive attitudes and ideals related to their vocational occupational area and the inter-relationship with operating a small business.

5. To help each student understand and evalute their own capabilities and potential and instill the need to plan for their own professional growth through continuous learning in their chosen occupation.

Student Skill Profile

Subject	Hours
BEING A SMALL BUSINESS OWNER Business definitions Responsibilities and characteristics	2.5
PLANNING A SMALL BUSINESS Starting decisions Choosing products or services Business advisors Sources of information	2.5
SETTING UP A SMALL BUSINESS Forms of ownership Types of opportunities Business permits and licenses	2.5
LOCATION DECISIONS Location factors Information sources	5.0

Subject--Continued	Hours
GETTING MONEY TO START Sources of money Loan information required Business description Statement of financial need	2.5
BEING IN CHARGE Organizing workers Hiring workers Keeping workers happy	2.5
ORGANIZING THE WORK Work assignment and follow-up Work schedules The work order	2.5
GOODS AND SUPPLIES Buying goods and supplies Choosing suppliers Inventory records	2.5
PRICING PRODUCTS AND SERVICES Pricing factors Pricing methods Pricing goals	5.0
ADVERTISING AND SELLING Planning advertising Reasons for buying Techniques of selling	2.5
REVENUE RECORDS Financial records Sales records Customer records	2.5
EXPENSE RECORDS The checkbook Daily cash sheet Typical expenses	2.5
CASH CONTROLS Cash flow statement Keeping the business profitable	2.5
FINANCIAL ANALYSIS Financial goals Profit and loss statement Ratios	2.5

Subject--Continued	Hours
SUCCESSFUL BUSINESS METHODS Increasing sales Changing the business	2.5
INSURANCE AND TAXES Types of protection Tax reporting	2.5
TOTAL HOURS	45

Lesson Plan Outline

Session	Topic
1	Pretest - Introduction, Unit 1 - "Being a Small Business Owner"
2	Unit 2 - "Planning a Small Business"
3	Unit 3 - "Setting up a Small Business"
4	Unit 4 - "Choosing a Location" - review for quiz
5	Quiz - on Units 1-4 ("Introduction to Location Simulation," examine notebooks, use minisimulation exercises.)
6	Location Simulation - start game
7	Simulation Continued - scoring
8	Unit 5 - "Getting Money to Start"
9	Unit 6/7 - "Being in Charge/Organizing the Work"
10	Unit 8/9 - "Buying Supplies/Pricing for Profits"
11	Quiz - on Units 5-9 ("Introduction to Pricing Simulation Entrepreneur Profile Self-Analysis")
12	Pricing Simulation
13	Unit 10 - "Selling and Advertising"
14	Unit 11/12 - "Financial Records of Revenues" - Expenses
15	Unit 13/14 - "Cash Flow and Keeping Profits High"
16	Unit 15 - "Staying Successful" Quiz on Units 10-15
17	Unit 16 - "Insurance and Taxes" - review for final
18	Post-Test - "Seeds of Greatness," Honor Certificates "The Greatest Gift"

UNIT 1

"Being a Small Business Owner"

Goal: To help you see what small business ownership is all about

Objective 1: Define small business and small business owner.

Small Business--An organization that sells products or services as a means of income (for profit)--typically only one or two owners, zero to four employees, one or two locations, small amount of money to start, and a fairly small income.

Entrepreneur--A person who plans, organizes and operates a business enterprise and assumes the risks and rewards of ownership.

Objective 2: Name at least three personal qualities you should have as a small business owner.

Drive	Curiosity	Sociability	Willing to take risks
Persistence	Imagination	Confidence	Decisive
Energy	Creativity	Leadership	
Good Health	Independence	Boldness	

Objective 3: List at least five things you will have to do in running a small business.

Plan the business	Set prices
Be in charge of people	Advertise and sell
Organize the work	Keep financial records
Buy and keep track of goods and supplies	Keep the business successful

UNIT 2

"Planning a Small Business"

Goal: To help you plan what your small business will be like

Objective 1: List five steps to take in deciding whether to start a small business.

1. Do I want to go into business and become self-employed?
2. What business do I want to start?
3. What information do I need?
4. Where can I find this information?
5. Collect and study this information and make a decision.

Objective 2: List four things to think about in choosing the products or services of your business.

1. Trends - that may affect the business opportunity
2. Customers - who are they, what are they like
3. Competition - their strong and weak points, how is my product or service different
4. Products or Services - what could I offer to take advantage of my special skills and abilities or meet an unsatisfied market need

Objective 3: List three advisors used by small business owners and one other source of business information.

Advisors		Sources of Information
Bankers	Employees	Chamber of Commerce
Accountants	Customers	SCORE
Lawyers	Suppliers	Small Business Administration
Mgt. Consultants	Friends	Business Associations
Realtor	Relatives	Trade Associations
Insurance Agent		Local Library

Other Comments:

UNIT 3

"Setting up a Small Business"

Goal: To help you make decisions about buying, organizing, and licensing your small business

Objective 1: Describe the three forms of business ownership.

1. Sole Proprietorship
2. Partnership
3. Corporation
   Subchapter S Corporation

Objective 2: Describe three types of business opportunities (ways of getting into business).

1. Buy an existing business
2. Start a new business
3. Obtain a franchise

Objective 3: List two business permits that may be needed to start a small business.

Certificate of occupancy
Building, zoning, use permits
City of state licenses to do business
Health permits
Fire department permits
Occupational licences

Other Comments:

UNIT 4

"Choosing a Location"

Goal: To help you choose a business location

Objective 1: List five things to think about in choosing a business location.

1. Number of people living in the area
2. Kind of people living in the area
3. Kind of business area
4. Business history of the area
5. Condition and cost of building

Objective 2: List four ways you can get information to help you choose a business location.

Local chamber of commerce
Library - Statistical abstract of the United States
Local, county, state demographics
Street maps
Visit locations and areas (drive or walk through)
Interview people in the neighborhood--
business owners, home owners, potential customers

Other Comments:

UNIT 5

"Getting Money to Start"

Goal: To help you plan how to get money to start your business

Objective 1: List four sources of money to start a small business.

1. Your own savings
2. Cash raised by selling your possessions
3. Gifts, loans or investments from family and friends
4. Banks, credit unions, finance companies
5. Small business administration

Objective 2: List three kinds of information you must give your banker to get a business loan.

1. Personal information (Who are you?)
2. Business description (What is your business all about?)
3. Financial information about your business (Can loan be paid?)

Objective 3: List the five main sections of a business description.

1. Business products or services
2. Location, type, and condition of building
3. Kind of competition
4. Kind of customers
5. Specialness of your business
6. Target market and strategies

Objective 4: State the purpose of a statement of financial need and list its three parts.

A formal application to a bank listing the money you want to borrow with three main parts as follows:

1. Expenses
   --one-time start-up expenses
   --estimated operating expenses (for first 3 months)
2. Money on hand now (and source of these funds)
3. Amount of loan required (difference between item two and item one)

Other Comments:

UNIT 6

"Being in Charge"

Goal: To help you be a good boss in your small business

Objective 1: List three steps you should take in organizing your employee's work.

1. Decide on the tasks your employees will do (job description)
2. Hire good workers
3. Explain the job clearly
4. Give the worker responsibility and authority for the job

Objective 2: List five steps you should take in hiring a new worker.

1. Decide what the worker should be like and be able to do.
   (job description, duties, responsibilities, abilities)
2. Look for workers.
   (talk to current employees, friends, advertise)
3. Review applications.
   (screen all applicants that meet job qualifications)
4. Interview candidates.
   (review information about job and about applicant)
5. Check references.
   (call past employers and check references to verify information)
6. Make a decision--hire someone.

Objective 3: Describe several ways of keeping your workers happy.

1. Communicate with your workers.
   Tell them what you expect--their duties and responsibilities.
   Tell them what you will do for them--pay, benefits.
   Train them in their jobs and listen to their ideas.
2. Understand your workers needs.
   It is not just a paycheck.
   They need job security and recognition, a clean and healthy work place, and fair treatment.
3. Recognize and handle problems quickly and carefully.
   On-the-job and off-the-job problems could have the same result for you--poor performance.
   A sympathetic ear may be all that is needed but by all means do everything you can to solve work-place problems.

Other Comments:

UNIT 7

"Organizing the Work"

Goal: To help you organize the daily work of your business

Objective 1: List three main steps in doing the work of a small business.

1. Organizing the work: What has to be done, when must it be finished, who will do it?
2. Doing the work: Make sure someone does the work, many times the new owner does everything.
3. Checking the work: Was it done, on time, correctly? Verify the quantity, quality, and time used.

Objective 2: Describe the purpose of the work order and work schedule.

Organizing the work depends on the kind of business:

Retail - is organized around the product

Service - is organized around the service the customer wants

Work Order - Records the customers wishes. What does the customer want? Customer and order taker verify by signature after examining the work order and then this is used as an assignment tool for the worker.

Work Schedule - a daily or weekly calendar that describes which jobs will be assigned to each employee and in which order of priority.

UNIT 8

"Buying and Keeping Track of Supplies"

Goal: To help you buy and keep track of goods in your business

Objective 1: List four decisions you must make when buying goods for your business.

What to buy: What do customers want, what products will help you perform your service best?
Where to buy: Decide which supplier is best (see objective 2).
How much to buy: A delicate balancing act between having too much on hand or too little--supply and demand--cash flow.
When to buy: Allow adequate delivery time to meet seasonal demands, usually several weeks or months before your need.

Objective 2: List several things you should think about when choosing suppliers.

1. The quality of their goods
2. The prices of their goods--bulk discounts
3. Other services: Can they fill your order quickly and accurately, is credit available, what are terms for timely payment, and what is the range of products and supplies? Be careful of putting all eggs in one basket.

Objective 3: State the purpose of the purchase order and the inventory card.

Purchase order: use to order goods for your business

Shows:
1) Name and address of supplier
2) Your "ship to" address and how to be shipped
3) Purchase order number and date called in
4) Date you need goods
5) Quantity, units, and description of goods
6) Cost of each unit plus total cost of order

Inventory Card: used to keep a record of goods received, goods sold, amount remaining and reorder point and quantity (source of goods)

Shows:
1) Item description
2) Supplier, reorder point, reorder amount
3) Amount and date received
4) Amount and date sold
5) Amount remaining

UNIT 9

"Setting Prices"

Goal: To help you decide how to set prices for your products or services

Objective 1: List five things to think about in setting prices.

1. Cost of goods sold
2. Operating expenses
3. Profit
4. Customer demand
5. Competition

Objective 2: In one sentence, state a basic guideline for setting prices.

Charge enough to make a profit but low enough that people will buy.

Profit is the owner's reward for the owner's willingness and ability to--

1. Make the investment of cash and energy.
2. Working long hours.
3. Taking the risk.

UNIT 10

"Advertising and Selling"

Goal: To help you advertise and sell your products or services

Objective 1: List six things to think about when planning your advertising.

1. Who are your customers and where do they live?
2. How much will you spend on advertising and why?
3. How will you advertise and what is the best media?
4. When and how often will you advertise?
5. Why are you advertising?
6. What do you want to say?

Objective 2: Give several reasons why people buy.

To satisfy basic needs
Food, shelter, clothing, warmth

To satisfy a variety of wants
Comfort, convenience, prestige
Economy, security

Objective 3: List the five steps of good selling.

1. Greet the Customer--"Hello. How are you today? My name is --."
2. Ask questions to discover customer needs and wants.
   "How can I be of service to you today?"
3. Present the product/service that will satisfy those needs and wants.
   "Let me show you our --- and tell you about its benefits for you."
4. Respond to customer questions and objections--
   restate the question or objection--"If I understand you correctly you ----. Is that correct?" Then satisfy the question or objection.
5. Close the sale--ASK FOR THE ORDER - ASK FOR THE ORDER
   "Will you take this with you today or do you want us to deliver it?"
   "Will this purchase be for cash or credit card?"
   "We can start work for you on Tuesday or would Thursday be better for you?"

UNIT 11

"Keeping Financial Records (Revenues)"

Goal: To help you keep track of money coming into your business

Objective 1: List four reasons a small business owner should keep financial records.

1. To keep track of REVENUES--money coming into the business.
2. To keep track of EXPENSES--money going out of the business.
3. To help you write business reports for taxes, banks, and profit and loss statements.
4. To help you make important business decisions.

Objective 2: State the purpose of the sales slip.

1. To provide a record of each sale to owner and customer.
2. To record cash received from customers.
3. To record how much was bought on credit.

Objective 3: State the purpose of the customer account form and the customer billing form.

Customer Account Form:
To record credit extended to a customer
To record payments received from the customer
To record current balance owed to you

Customer Billing Form:
Mailed to credit customers
Summary of all charges and payments
Description of goods purchased
Date of sale, billing date, and due date.

YOU--THE SMALL BUSINESS OWNER--MUST DECIDE WHAT RECORDS YOU WILL KEEP, WHY YOU WILL KEEP THEM, WHO WILL PREPARE THEM, AND WHEN THEY WILL BE PREPARED.

UNIT 12

"Keeping Financial Records (Expenses)"

Goal: To help you keep track of money going out of your business

Objective 1: List the two parts of a checkbook and the purpose of each.

1. The CHECK is used to pay the expenses of the business.
2. The CHECK STUB is used to record deposits and payments.

Objective 2: List two types of business revenues and three common business expenses.

REVENUES	EXPENSES
Cash Sales	Salaries
Credit Sales	Utilities
	Supplies
	Advertising
	Insurance
	Rent or mortgage payment

Objective 3: State the purpose of a daily cash sheet.

1. To list all of the money coming into and going out of your business each business day--easier to find errors if you "balance out" each day

2. Earlier warning if you're getting into a "cash flow" problem

UNIT 13

"Making Sure You Have Enough Cash"

Goal: To help you keep track of the cash in your business

Objective 1: List three ways of keeping your business successful.

1. Making sure you have enough cash
2. Keeping your profits up and your costs down
3. Improving your products and services

Objective 2: State the purpose of a cash flow statement.

The primary purpose of a projected cash flow statement is to make sure you have enough money to pay your bills. It is usually prepared for the upcoming three months and lists the expected or anticipated amounts of money coming into the business (revenues), the bills or expenses that will be coming due and payable (expenses) and, finally, the expected cash on hand at the end of each month and the three-month period.

UNIT 14

"Keeping Your Profits High"

Goal: To help you study your business' finances and keep your profits high

Objective 1: State the most important financial goal of any business.

Making a profit is your most important financial goal. You are in business to make money. There are many other reasons why people go into business, but profits should be at the top of the list.

Objective 2: Explain the purpose of the profit and loss statement, and list three of the main parts.

The purpose of the profit and loss statement is to show if you made a profit during the period.

Its five main parts are--

1. Revenues,
2. Cost of goods sold,
3. Gross profit,
4. Operating expenses, and
5. Net profit.

Objective 3: Explain the value of the profit ratio and expense ratio.

The profit ratio - a percentage comparing net profit to revenues (NP/R = Ratio)
The expense ratio - a percentage comparing expenses to revenues (EXP/R = Ratio)

These percentages help small business owners compare their profits and expenses in different periods or years or to others.

Objective 4: State two ways to increase your profits.

Two basic ways are

a. Raise revenues by increasing sales, raising prices, improving services, expanding product or service line, special marketing campaigns, and training employees
b. Lower expenses by cutting costs, better control costs, and planning and organizing

UNIT 15

"Keeping Your Business Successful"

Goal: To help you decide how to change your products or services to keep your business up to date

Objective 1: State two ways of increasing sales in your business.

1. Improve your services or products.
2. Change to a new or different products or services.
3. Do a good job--do what you say you will do. Build a good reputation.
4. Keep your customers needs and wants as your highest priority.

Objective 2: List several ways of getting information to use in changing your business.

1. Study and recheck your products and services.
2. Listen to your customers and employees.
3. Study changes in your neighborhood.
4. Find out what your competition is doing.
5. Read about trends in the marketplace
   Daily newspapers--local, state, national, international
   trade magazines, newsletters, journals, government agencies--local, state, and national

UNIT 16

"Taxes and Insurance"

Goal: To help you protect your business and file your tax reports

Objective 1: List three types of insurance protection your business may need.

1. Property Casualty--fire, theft, physical damage
2. Liability--you or your business operation causes physical damage to other persons or their property
3. Life--you or your partner--business continuation

Objective 2: List three tax reports which you may need to file with the state or federal government.

Federal and state income taxes 1040, 1065, Schedule C on your business profits

Taxes withheld from employees for unemployment, social security, income

The business employer portion of social security and unemployment taxes

Sales tax reports on certain products

Self-employment taxes required

New York

CAN I MAKE WORKING WORK FOR ME?

Introduction

"Can I Make Working Work for Me?" is an optional entrepreneurship activity in New York's statewide home and career skills curriculum. The activity/module is designed to provide students with hands-on experience in running a small business via a class project. Class discussions precede the hands-on activities. Male and female middle school students comprise the target group. The program was developed with input from the New York City Board of Education and other local education agencies across the state.

Funding is provided by the Vocational Education Association and the state.

Performance Objectives/Supporting Competencies

Following investigation, the student will determine his or her interest(s) and explore the suitability of entrepreneurship as a career, with a degree of perception acceptable to the instructor. In order to do this, the student must be able to do the following:

- Explain the concept of entrepreneurship
- Identify advantages and disadvantages of entrepreneurship
- Identify personal traits which would lead to success as an entrepreneur
- Assess personal interests and abilities relative to becoming an entrepreneur
- Apply the process skills to career planning

After participating in, or observing closely, a small enterprise, the student will analyze factors leading to success, with a degree of understanding acceptable to the instructor. In order to do this, the student must be able to do the following:

- Explain the contributions of the worker to the enterprise
- Observe and discuss the personal interrelationships among workers and the manager(s) that lead to success or to difficulties
- Promote the product or service to be sold
- Prepare simple records needed for successful operation

Optional Supporting Competencies

If a class business is organized as a strategy for exploring work attitudes and skills, the following competencies should also be developed.

- Complete a job application correctly or write a resume
- Present self well in job interview
- Work cooperatively with other members of the work team
- Perform job tasks efficiently
- Meet customers and demonstrate positive customer relations
- Promote product or service to be sold
- Practice keeping accurate business records
- Handle money, bills, and receipts in a dependable, honest manner
- Maintain inventory of supplies and equipment
- Practice appropriate safety procedures
- Follow business-like policies and procedures
- Analyze success or failure of the entrepreneurship activity using the process skills
- Assess personal traits in relation to selecting an entrepreneurship career

Suggested Instructional Strategies

In the strategies that the teacher selects to use for the entrepreneurship topic, it is important to emphasize learning about oneself in relation to entrepreneurship. The purpose of running a small business is to discover the world of work and to become aware of one's personal abilities, job expectations, satisfactions, and so forth, as an entrepreneur. This will help students further define and focus their career planning.

A second point to keep in mind is that the product or service to be used as the vehicle for the entrepreneurship project provides the students with the opportunity to gain additional knowledge and develop practical skills related to the selected project. For example, if one develops a breakfast cafeteria for students, then the class will learn more about the nutrition management concepts and skills. If the project is a baby-sitting service so parents can do their Christmas shopping, then the class will learn more about child development and personal development concepts and skills. Therefore, choosing the

vehicle for the entrepreneurship topic is an important class decision to be made.

The strategies that follow are divided into two sections: (1) learning about entrepreneurship and (2) conducting an entrepreneurship project. Although the actual running of a small business is recommended, it is not required.

Learning about Entrepreneurship

- As a class, have students list experiences they have had in running a small business (i.e., mowing lawns, baby-sitting). Discuss the concept of being responsible for your own business.

- Divide the class into two groups. Have one group discuss and record on a flipchart the advantages of being self-employed, while the other group discusses and records the disadvantages. Ask group representatives to report findings to the class and follow up with discussion.

- Organize a panel of local small business persons to present factors that contribute to business success or business failure. Have students ask questions of panel members, such as these:

  - What do you see as the future of small business?
  - Is entrepreneurship a career you would recommend?
  - What advantages and disadvantages are there in owning and operating small businesses?

- Divide the class into two groups and assign a facilitator and a recorder for each. Arrange chairs into two circles. Both groups are to discuss the question, Is Entrepreneurship For You? Ask students to brainstorm ideas about personality and character traits that are necessary for success as an entrepreneur. Facilitators should ensure that everyone contributes ideas equally, and recorders should note all responses on a flipchart. Have representatives from each group present findings to the class. Present some typical business situations that would stimulate further discussion. Have the class prepare a list of all the traits. The following traits for success as an entrepreneur should be included:

  - Takes moderate risks
  - Has self-confidence
  - Is hardworking
  - Sets and achieves goals
  - Is responsible
  - Is innovative
  - Enjoys people
  - Has knowledge of technical factors for relating business
  - Has knowledge of business factors
  - Manages time wisely

Distribute the list to class members to use as a reference when planning a business enterprise.

- Plan field trips for the class to visit several small businesses. After each visit, students should complete a follow-up worksheet such as the example given here:

  - Name of business
  - Location/address
  - Type of store
  - Theme (if any)
  - Business hours
  - Items sold
  - How are prices determined
  - What has helped to make this business successful
  - What do workers contribute to this success
  - Records necessary for operation of this business
  - Laws, regulations, and codes that a small business like this has to obey

- Prepare a personality rating sheet to help students to recognize personal traits that are important to business success. Have each student rate himself or herself for each of these questions: (Use a 1 to 10-point scale with 10 being the highest possible rating.)

  - Are you a self-starter?
  - Do you like people?
  - Can you lead others?
  - Can you take responsibility?
  - Can you organize yourself, activities, and situations?
  - Do you like to work hard?
  - Can you make decisions?
  - Are you trustworthy?
  - Are you in good health?
  - Do you have strong determination?
  - Are you creative, have new ideas?
  - Do you set realistic goals?
  - Do you believe in yourself?
  - Are you willing to take risks?
  - Are you willing to set business success as a priority over other goals?

- Ask students to role-play situations that illustrate the interrelationship between family roles and roles as employer/employee. Suggested scenarios are these:

  - Chris's parents want Chris and his or her spouse to travel to Florida over the winter holidays. Chris opened a ski shop in October and is looking forward to the first busy winter season. What conflicting or cooperative roles can result?

- Art and Helen went into partnership to establish and operate a plumbing service. They agreed that they would take turns in working on Saturday. Helen's son wants her to go camping with the boys club on the weekend that she is scheduled to work. What conflicting or cooperative roles can result?

- Manuel would like to open a gift shop. His family supports his idea. Now they are trying to devise a work schedule for completing home-management tasks. What conflicting or cooperative roles can result?

Students can create further situations where conflicting and cooperative roles can result.

- Have students identify and interview the owners of small businesses in the immediate area to determine the number of employees. Discuss the importance of employing good people as a means of lowering the cost of operations.

- Write the word "profit" on the chalkboard and discuss meanings of "profit" with the class. Divide the class into small groups and have each group list as many possible ways that a worker can be a "profit" to a small business. Have groups share responses.

- Have students role-play examples of worker's behavior, attitudes, or practices that cause business failures. Discuss the benefits to the worker if the owner is successful. Discuss the importance of hiring good people.

- Write the following formula on the chalkboard:

  SP-C-OE=P
  Sale Price - Cost - Operational Expense = Profit

  Discuss how a change in any part of the formula will change the profit. Include in the discussion the following changes:

  - Broken front display window
  - Use of boxes instead of light-weight plastic bags for customers' purchases
  - Increase in employee wages
  - Increase in community school tax
  - Employee arrives late and leaves early
  - Double the sale price to customers
  - Increase in wholesale price
  - Increase in volume of sales

- Indicate to the students that all efforts are unimportant if there are no customers to buy the product or services. Have students brainstorm methods to encourage sales. Examples are these:

- Personal selling
- Advertising
- Sales promotion

Have the class list the various advertising media available to small businesses. Evaluate each as to cost, exposure, and effectiveness.

- Show a merchandising filmstrip emphasizing the principles of attractive display and exhibit. Follow the showing with an evaluation of merchandising displays in various local stores. Working in groups, have students select a product or products and create a display that illustrates characteristics.

- Write on the chalkboard or project on the screen the following statement, "Good record keeping is a must." Ask the students to discuss why they think this statement is correct. Suggestions follow:

  - Required by law
  - Provides information for government agencies, banks, and employees
  - Is a measure of success and goal achievements

  Have students suggest types of information you could gain only from complete and accurate recordkeeping. Ask students what information they think would be important to the tax official, the loan officer, or the business owner or manager.

- Indicate to the class that financial records are not the only records important to the operation of a business. Have class identify and describe personnel records kept by employers, such as the following:

  - Employee employment record
  - Employee training records
  - Compensation and benefits
  - Employee evaluations
  - Wage and hour records

  Discuss as a class or in small groups the nature of the information contained in each type of record and why it is important to the business operation.

- Divide the class into three discussion groups. Have them each discuss a related but different situation and report back to the class. Discussion topics could include the following:

  - The role of the bookkeeper in a small business that has just purchased a small business computer. What up-dated skills should she or he develop? How will her or his job change?

  - Business records and employee tasks that are changed when a cash register reads universal price codes, weighs produce, and calculates customer change.

- The operational changes that would occur in a small enterprise if society adopted the use of a bank/computer card instead of the use of legal tender (coins and bills).

- Invite representatives from the Lions Club, local chamber of commerce, and retail owners or managers to serve on a panel discussing how to run a business. Have each representative speak to the question, What are the most important factors in running a business? Allow sufficient time for students to ask questions that will prepare them to operate an enterprise of their choosing.

- Invite a person to class who represents a particular career. Play the game "What's My Line?" (patterned after the TV show). Ask questions related to careers. For example, try these:

  - Do you need a college degree for this job?
  - Do you wear a uniform when you go to work?
  - Do you work with people?
  - Do you work with machines?

  Focus the question until the career can be identified.

Conducting an Entrepreneurship Project

In some schools, the career skills will be taught best within a framework of a small enterprise.

- Brainstorm to generate ideas for a class entrepreneurship project. Consider all ideas, realizing that there may be several enterprises or one multifaceted enterprise. Possible suggestions to use if brainstorming is exhausted are these:

  - Teen Services--babysitting, clothing repair, lawn maintenance, snow removal, house cleaning, elderly companionship, car washing, typing, or filing services (run as separate businesses or combined as a class enterprise)

  - Teen Products--woodworking items, paper products from printshop, vegetable and flower seedlings, small fabric or textile products (pillows, stuffed toys, children's clothes, tote bags), and baked goods (cookies, tea breads, preserves)

- Have each enterprise form a business organization. Personality ratings completed earlier should be used to make use of the best qualities that each person brings to the organization. Have students draw an internal organization chart for the enterprise. With a box representing each position, list the major job tasks in each box.

  Some of the steps the class may want to take during the process of planning for a business and then running it might include these:

  - Think of all possible positions for the business and write job descriptions for each. Decide upon hourly rate or some kind of remuneration.
  - Post job openings.
  - Have class members write up resumes and apply for the position(s) they are interested in.
  - Establish management procedures for the business.
  - Establish money-handling procedures and what will be done with the profits if there are any.

- Have students involved with each enterprise (or division of each enterprise) prepare a report on the laws, regulations, and codes to which they should adhere and estimate the cost required to follow the laws, regulations, and codes.

- Have each enterprise (or division of an enterprise) plan and carry out sales promotion campaigns. The campaigns should include personal selling, advertising, and sales promotion to be used for the grand opening of the business as well as a second campaign plan to be used on a continuing basis.

- For each enterprise, have the students keep the financial records for the period of operation. Include daily records of income and expenses, weekly summary of income and expenses, inventory record, customer receipts and credits, balance sheet, item and work orders.

- Have students write advertisements for available positions. Have potential "employers" complete job applications and attend job interviews.

- For each enterprise or enterprise division, have students keep the personnel records for the period of operation. Include work schedule, time chart, and completion-of-training programs.

- Have students continue the operation of the enterprise until students have had sufficient experience to reach the goals of the project. Help students to learn from both successes and mistakes as the project progresses. Continual evaluation of goal achievement is essential.

- Have students analyze what they have learned about themselves and add these comments to their personal file folder.

Suggestions for Students with Special Needs

- Have students select from a list of small businesses the business they would like to own and run. Students should prepare themselves to answer the following questions:

  - Why do you see a "need" for business?
  - Who would be your customer?

- For special needs students, self-appraisal may be a very difficult task. Therefore, in activities that call for rating oneself, some students may need support of resource room/special education teacher or other staff person.

- Many private organizations for the disabled, for example, various workshops or institutes for blind, are excellent examples of entrepreneurship in goal-specific groups. Arrange a field trip to one area workshop for students to observe work assembly and produce assembly and discuss with workshop supervisor the relationship of their prices in relation to cost and expense.

- Through concrete examples and definitions, define personal selling, advertising, and sales promotion.

- From a list of advertising techniques, have students classify each technique as (1) personal selling, (2) advertising, or (3) sales promotion.

For more information, contact:

Willard R. Daggett
Director, Division of Vocational Education Programs
Occupational and Continuing Education Programs
99 Washington Avenue, Room 1623
Albany, NY 12234
518-474-2451

Ohio

MODEL PROGRAMS FROM OHIO

The Ohio Department of Education, Division of Vocational and Career Education, has demonstrated a high degree of commitment to entrepreneurship education. This section presents descriptions of entrepreneurship activities as follows.

- Model Secondary Programs from Ohio (brief descriptions of programs for high school students)
- Model Adult/Postsecondary Programs from Ohio (brief descriptions of programs for post-high-school-age participants)
- Developing Successful Entrepreneurship through Vocational Education for Secondary Students and Adults (a research study conducted by the Ohio Advisory Council for Vocational Education)
- Infusion of Entrepreneurship Education in Ohio (describes a state project to develop secondary-level classroom materials and inservice teacher training materials for entrepreneurship education in vocational education throughout Ohio)
- Collaboration for Entrepreneurship Education Workshops (the plan of action for the Ohio Entrepreneurship Task Force resulting in a series of 5 leadership awareness workshops designed to build entrepreneurship linkages at the local level)

Contact information is provided for each program or activity.

MODEL SECONDARY PROGRAMS FROM OHIO

The following programs for secondary students have been implemented in Ohio. Each program is briefly described and contact information is provided.

How to Start a Business

The purpose of this unit is to expose high school, vocational, and adult students to the idea of becoming a self-employed person and to the potential of owning a small business. Students visit businesses in the local community and various resource persons make presentations in the classrooms. Although the time spent on this project may vary from teacher to teacher, usually teachers spend 2-3 weeks. "Exposure is the key to this endeavor."

For more information, contact:

Otto Meyer, Helen Weldy, or Tom Stuckey
Four County Vocational School
Route 1, Box 245-A
Archbold, OH 43502
419-267-3331

Entrepreneurship Opportunities Youth Conference

This conference, held in March 1984, was for senior vocational students of Youngstown City Schools and Mahoning County Joint Vocational School. The program highlighted three major areas: (1) starting and operating a business, (2) business finances, and (3) marketing a business. The 6-hour event was conducted for 120 students, many of whom are seriously considering going into business on their own. The faculty for the event was career development and guidance staff for the school system, along with 30 volunteer members of the community who made presentations. Project staff advise that this activity is completely replicable.

For more information, contact:

Marie Pavlicko, Coordinator
Career Development Program
Mahoning County Joint Vocational School
7300 North Palmyra Road
Canfield, OH 44406
216-533-4722

or

John E. Camp, Vice-President
Urban Affairs
Youngstown Area Chamber of Commerce
200 Wick Building
Youngstown, OH 44503-1479
216-744-2131

Entrepreneurship Opportunities Youth Conference

This 3-1/2 day conference, held annually in the summer, is for 16-17-year-old students from across Ohio wishing to consider entering the business world through self-employment. The goals are to inform students in the areas of private enterprise systems, self-incorporation, starting a business, and business details and records. The format is classroom instruction by educators and business persons. The program is now in its fifth year, with student response very positive and a follow-up of first-year students currently being planned.

As a result of this year's conference, 45 students were trained and several said they started their own businesses. The conference is replicable, as some other districts have held their own similar events.

For more information, contact:

George C. Kosbab, Conference Director
Division of Vocational & Career Education
65 South Front Street, Rm. 907
Columbus, OH 43215
614-466-3430

or

Rich Unger, Program Coordinator
Licking County Joint Vocational School
150 Price Road
Newark, OH 43055
614-366-3351

In-school Flower Shop

This horticulture program gives urban high school students from 5 counties and 27 schools the opportunity to operate an in-school retail flower shop. Students gain floral design, landscaping, and greenhouse management skills. The program further involves students in promoting good public relations in the surrounding communities and in participating in job-shadowing activities with local industry. Keeping the lines of communications open to industry and community persons is of the utmost importance to any successful program. Project activities include visitations by special groups, in-school television commercials and sales flyers, a spring bridal show for the student body, and a breakfast honoring local employers.

For more information, contact:

Karen Pricer
Montgomery County Joint Vocational School
6800 Hoke Road
Clayton, OH 45315

Landscape Class

The landscape class, made up of urban seniors, consists of a related class and laboratory experience. Students learn how to run and operate a business by actually researching and setting up their own business. Each student presents his or her "company" to the entire class at the end of the project. To help students understand the total concept of the landscape laboratory, four or five landscape jobs are planned. Student committees draw up "proposals" for these jobs and then "sell" their landscape plans. Through these simulation activities, students get a sound background in landscape skills and product promotion and basic understanding of business operations.

For more information, contact:

Dennis Parrish
Montgomery County Joint Vocational School
6800 Hoke Road
Clayton, OH 45315

Career Development Service

Local career development coordinators link with small business associations and Junior Achievement's Project Business program to present entrepreneurship opportunities to youth. The purpose of this service is to increase students awareness of the option of going into business for themselves and to better prepare them for making career decisions.

For more information, contact:

Karen Shylo
Ohio Department of Education
65 South Front Street, Room 901
Columbus, OH 43215
614-466-5718

Economic Issues for Educators Series

The purpose of the Economic Issues for Educator Series is to give K-12 teachers in the central Ohio area the opportunity to learn about the various facets of entrepreneurship from locally and nationally known business leaders. The session begins at 5:30 p.m. with dinner, followed by the keynote address

and roundtable discussions, and concludes at 8:30 p.m. The 1984 session was attended by 77 teachers and administrators. Comments conveyed by the participants indicated that they found the session to be extremely informative and useful. Ninety-three percent indicated that they learned more about entrepreneurship and 98 percent felt that this session should be continued next year. Given the proper sponsorship and interest by teachers, other centers could replicate this series.

For more information, contact:

Steve Miller
Central Ohio Center for Economic Education
Columbus, OH 43210
614-422-1178

Entrepreneurship in Industrial Arts Education

The manufacturing technology class at Grove City High School spent the last 12 weeks of the school year organizing a company to design, finance, produce, and market a product that was actually sold throughout the school and community. This unique project involved not only concepts in corporate organization, finance, marketing, sales, and distribution, but concepts from earlier units in research and development, product design, production planning, labor relations, automation, and production. The idea was to have students simulate the roles, experiences, and operations of a manufacturing corporation.

Group processes, planning, communication, and teamwork were emphasized as students role-played a stockbroker, accountant, modelmaker, market researcher analyst, salesperson, and others. The wide range of student interests and aptitudes paralleled the types of specialized corporate jobs that students were capable of learning and performing. Teaching entrepreneurship is an ideal way to incorporate contemporary industrial arts curriculum theory into actual classroom practice.

For more information, call:

Leonard Colelli
Grove City High School
4665 Hoover Road
Grove City, OH 43123
614-875-9550

Economic Opportunity and Career Day III: Focus on Entrepreneurship

Offered at Apollo Joint Vocational School to high school and vocational school students and adults, Career Day provided sessions on entrepreneurship (small business or home based) and job-seeking skills. The format was classroom seminars, exhibits, and resource persons present to talk to participants.

During the course of the career day, career tests were given and sessions focused on job-seeking skills and opportunities, small business potential, and improving business operation. Speakers were from the Columbus SBA, Economic Development of Allen County, and business leaders in the local area.

Some 150-200 people took part in the entrepreneurship aspects of the event. According to the project operators, the cost was low because many volunteers donated time and talents. Planning took approximately 80 hours. Set up and operation took 15 hours. Any joint vocational school or high school with a supportive community could replicate the activity.

For more information, call:

Libby Cupp and Carol Craig Bodeen
Consumer Economics
Apollo Joint Vocational School
2225 Shawnee Road
Lima, OH 45806
419-999-3015

Entrepreneurship for Kids

Entrepreneurship for Kids is an inservice course designed for K-12 teachers in such areas as social studies, economics, other academic areas, vocational subjects, and guidance. The purpose of the inservice was to acquaint participants with information about small business: what makes them successful and how they contribute to the economic system. Participants also learned about information, resources, and learning activities that could help students consider and evaluate the career goal of owning their own businesses. The faculty were instructors from Apollo and small business owners (one was a former JVS graduate). About 24 teachers took part in the inservice. The inservice was easily implemented with help from the Consumers Economics Section, Vocational Home Economics of the Ohio Department of Education. The state department paid substitute teacher costs for the 1-day event.

For more information, contact:

Carol Craig Bodeen
Consumer Economics
Apollo Joint Vocational School
2225 Shawnee Road
Lima, OH 45806
419-999-3015

Machine Tool Operation--20-Ton Hydraulic Press

This Vocational Industrial Clubs of America-affiliated project for seniors had a dual purpose: to inform students of entrepreneurship and to raise funds for the school's VICA club. Students plan projects in related

classes, build their project in class, and learn about engineering aspects in related classes and labs.

Students in this particular project built a 20-ton hydraulic press. They planned the piece of machinery, built it, and then conducted a marketing effort to sell it. One of the school's machine tool instructors directed the 4 male students in the 90 hours of shop time it took to produce the press. Students gained by taking pride in work; visualizing the finished product; and developing engineering, machine shop, and lab skills. This project could be done by any school.

For more information, contact:

Larry Kleinoeder
Trade & Industrial Supervisor
Apollo Joint Vocational School
2225 Shawnee Road
Lima, OH 45806
419-999-3015

Accounting/Computing: A & C Ceramic

The purpose of this course is to give seniors a working knowledge of entrepreneurship and of the requirements needed for establishing a small business. Students study various small business operations and procedures and design a business plan that provides them hands-on experience with a major emphasis on their vocational curriculum of accounting. One class, for example, sold ceramic letters on a prepaid basis. Students designed the order forms, the receipts, and operated a cash ledger. At the end of the course, the instructor tested the students' knowledge of entrepreneurship by subjective tests and by providing hands-on experience in which each student participated. The instructor also used the self-assessment at the end of project PACE.

For more information, contact:

Joseph Smith
Columbiana County Joint Vocational School
9365 State Route 45
Lisbon, OH 44432
216-424-9561

Agricultural Mechanics Auction

To improve student awareness of entrepreneurship opportunities and to involve students in an entrepreneurship project, this program provides an 80-hour classroom and practical experience, culminating in an auction. Senior students analyze their own potential of being an entrepreneur and look at financing, managing, and promoting a business.

For more information, call:

Joseph Smith
Columbiana County Joint Vocational School
9365 State Route 45
Lisbon, OH 44432
216-424-9561

American History: The Study of The Stock Market

In this American history class, seniors study the history of financing business through the stock market. They gain an understanding of factors leading to the success and failure of the stock market. As a practical hands-on experience, students purchase and invest in stock and follow the market in the Wall Street Journal. Aspects of the PACE project are incorporated into the curriculum as well. Students who have taken this class gain a working knowledge of the stock market and are now able to make knowledgeable decisions about investing in businesses.

For more information, call:

Joseph Smith
Columbia County Joint Vocational School
9365 State Route 45
Lisbon, OH 44432
216-424-9561

Entrepreneurship Education

The purpose of this project is to make high school seniors aware of entrepreneurial traits and small business success and failure factors and to provide information on starting a new business. Teachers in 11 instructional programs in vocational education spent 2-4 weeks planning entrepreneurship programs for each class. It was a tremendous cost in time and effort for staff and teachers, but benefit to students was most cost effective. Programs used PACE and involved a going-into-business project.

For more information, contact:

Suzanne Hall, Consumer Education Coordinator
Columbiana County Joint Vocational School
9364 State Route 45
Lisbon, OH 44432
216-424-9561

Farm Management--Freezebranding, Inc.

This senior-level project concentrates on the management processes in corporate structures. Students invest to become a part of the cow-branding service and then function in roles from shareholders to chairperson of the board. Students gain a greater knowledge of entrepreneurship opportunities and different aspects of running a business: types of ownership, marketing, financing, managing, promoting, and bookkeeping.

For more information, contact:

Joseph Smith
Columbiana County Joint Vocational School
9364 State Route 45
Lisbon, OH 44432
216-424-9561

Food Service--Coffee Service, Inc.

A senior-level course, this 80-hour experience provides students with a working knowledge of entrepreneurship through operation of a small business. By participing in the program, students (1) gain an understanding of the nature of small business, (2) develop a business plan, (3) plan a marketing strategy, (4) provide financing for the business, (5) manage sales efforts, and (6) keep business records.

For more information, contact:

Joseph Smith, Director
Columbiana County Joint Vocational School
9364 State Route 45
Lisbon, OH 44432
216-424-9561

How to Start a Small Manufacturing Business

Designed to improve skills and inform students of entrepreneurship opportunities, this 3- to 4-week course involved designing, constructing, and marketing an item of mass production. This enables students to experience many aspects of operating a small manufacturing firm. The format consists of a combination of in-class discussion and lab work. What is unique about this project is that students can purchase stock in the company. Any profits are to be split among the shareholders.

For more information, contact:

William White
Columbiana County Joint Vocational School
9364 State Route 45
Lisbon, OH 44432
216-424-9561

How to Start a Small Marketing Business

In this 3- to 4-week project, seniors design, construct, and market an item of mass production and experience many aspects of running a small manufacturing firm. Students buy shares of stock at $10 per share as seed money. Profits are split at the end of the project. The only limitation is space and equipment for production.

For more information, contact:

Joseph Smith
Columbiana County Joint Vocational School
9364 State Route 45
Lisbon, OH 44432
216-424-9561

Manufacture and Sale of Christmas Tree Ornaments

In the Cosmetology I class, 11th and 12th graders learn to work together toward a common goal. They learn purchasing procedures, record keeping, and production management as they participate in the manufacture and sale of Christmas tree ornaments. Certain aspects of project PACE are incorporated into the vocational curriculum and evaluations are made by subjective testing and hands-on experience.

For more information, contact:

Joseph Smith
Columbiana County Joint Vocational School
9364 State Route 45
Lisbon, OH 44432
216-424-9561

Marketing and Distribution: Decoupage Project

Project PACE, levels I and II, was incorporated into this curriculum for 11th and 12th graders in the Marketing I and II classes. The class begins with a seminar on small business and a discussion of the types of businesses that they might operate. It was decided that a decoupage project would be the one to undertake as a class. The overall purpose of this effort is to provide

hands-on experience in entrepreneurship within the vocational curriculum. Students are required to pass an objective test, complete a term paper, and conduct a hands-on experience.

For more information, contact:

Joseph Smith
Columbiana County Joint Vocational School
9364 State Route 45
Lisbon, OH 44432
216-424-9561

Mother's Day Flower Sale

This project provides 11th and 12th graders the opportunity to understand the nature of a small business operation, to determine their potential as entrepreneurs, to develop a business plan, to plan a market strategy, to finance the business, and to keep the records as they plan and operate a Mother's Day carnation sale. The project is financed by each student investing $5.00 to provide the costs of carnations, ribbons, and greens. The students are responsible for promotions, budgeting, taking orders, and completing the orders. At the end of the project, the profits are returned to the students on an equal basis of investment. The instructor incorporates certain aspects of project PACE into the vocational curriculum. Evaluations are made by subjective testing and hands-on experience.

For more information, contact:

Joseph Smith
Columbiana County Joint Vocational School
9364 State Route 45
Lisbon, OH 44432
216-424-9561

Rustproofing

Auto Body II students learn about entrepreneurship as they learn about operating a small rustproofing business. The project lasts over a 5-month period and is regarded as successful from a fiscal standpoint and the positive feeling of accomplishment of the students.

For more information, contact:

Joseph Smith
Columbiana County Joint Vocational School
9364 State Route 45
Lisbon, OH 44432
216-424-9561

Snow Castle Fantasy: Supervised Children's Shopping Project

Designed for high school age students, this project gives students experience in the various aspects of starting and operating a business for profit. The initial goal of the project is to make students aware of the importance of good planning in starting a new business. The group realized a profit, expanded the merchandise line from previous years, and provided a community service. Any group could conduct a program similar to this as long as it is centrally located and there are resources for merchandising.

For more information, contact:

Joseph Smith
Columbiana County Joint Vocational School
9364 State Route 45
Lisbon, OH 44432
216-424-9561

John G. Lincoln Free Enterprise Discussion

This model program consists of a series of panel discussions that examine general concepts of free enterprise, production, sales, banking, investing, and government and free enterprise. The discussions, a joint effort of the school and the chamber of commerce, help high schools develop an understanding and appreciation of business and free enterprise. Business visitations are part of the program. Participation in the 35-40 hour program is voluntary and students assess the program at the end.

For more information, contact:

Bill Roser, Career Education Coordinator
Medina County Vocational Center
1101 West Liberty Street
Medina, OH 44256
216-275-8461

Building Trades Junior Class

Developed for junior-level students, this program is meant to familiarize building trades students with the advantages and disadvantages of owning and operating their own construction company. Guest speakers are called in to address the class during related instruction approximately every 2 weeks. Question and answer sessions are held after the presentations. Also, students play the primary role in arranging for the guest speakers and following up after the meeting with thank you letters.

During the 4 years of this program's existence, approximately 100 students have taken part. As a result, according to the contact person, students have gone to work for those sponsors.

For more information, contact:

Dayle Wolford
Building Trades Instructor
Licking County Joint Vocational School
250 Price Road
Newark, OH 43055
614-366-3351

Everything You Always Wanted to Know about Your Own Small Business but Didn't Know Whom to Ask

This workshop was designed for vocational students who have a goal of starting their own business. Students apply through their vocational supervisors who screened the applicants prior to being recommended to the selection committee. A maximum of 50 students can be selected.

The workshop provides students with an understanding of the business management and organizational skills necessary to be successful in a small business. Information on where to seek help in solving specific business related problems is also provided. The workshop covers three days and includes guest speakers, video presentations, and SBA materials for each participant.

For more information, call:

Roud Klag
Penta County Vocational Schools
300095 Oregon Road
Perrysburg, OH 43552
419-666-1120

Upper Valley JVS
Secondary Vocational Welding Program

JAWELD is a program that infuses entrepreneurship into the vocational welding curriculum at Upper Valley Joint Vocational School in Piqua, Ohio. This is the fourth year JAWELD, a Junior Achievement company sponsored by Dunson Supply Company, has been in operation. Junior and senior welding instructors and Junior Achievement staff provide guidance to the company.

The reason for including JAWELD in the curriculum is to give students the opportunity to understand how a company is operated. This is accomplished through active student participation and involvement.

The students are involved in product research, determining the probability of product acceptance, designing the product, running a cost analysis, developing a market plan, cooperating with others to produce the product, advertising the product, and selling the product. Students also assume a role within a company structure, and receive a profit in relation

to the role played. By their participation, students gain sufficient knowledge and experience to enable them to make an educated decision regarding becoming an entrepreneur. Students also learn about the responsibilities which accompany being an officer in a company.

The company is formed by electing a president and several vice-presidents (i.e., vice-president of finances, vice-president of manufacturing, vice-president of marketing). Stock is sold to obtain capital to buy raw materials, and the product is designed and built. Sales prices are worked out, including wholesale, consignment, and retail prices.

The products are sold, and sales tax is charged and turned in the same as in any other business. Salaries are paid to the officers, hourly wages are paid to the workers, dividends are paid to the stockholders and, if any money is left, bonuses or profit-sharing are spread through the company.

The products made by JAWELD in 1984-85 included four different mailboxes, six-foot posts, and mailbox signs. Records were kept regarding the number of units made, amount of time it took to complete each unit, and profit versus cost figures.

For more information, contact:

James L. Westfall
Senior Welding Instructor
Upper Valley Joint Vocational School
8811 Career Drive
Piqua, OH 45456-9254
513-778-1980

MODEL ADULT/POSTSECONDARY
PROGRAMS FROM OHIO

The following programs for adults and postsecondary students have been implemented in Ohio. Each is briefly described and contact information is provided.

Business Dialogue Program

Designed for college undergraduates, each dialogue program offered by Gill Center represents diverse aspects of the business world. The purpose of this program is to provide undergraduates with an opportunity to interact with entrepreneurs. The dialogues, limited to 30 students per program so more of an individualistic atmosphere is created, take the form of dinners hosted by students with guest speakers. The guest speakers vary in backgrounds and business objectives. At the dialogue, each speaker makes a brief presentation, with the remaining time open for questions from the student audience.

The dialogue program has been in effect for 15 years. Three dialogues are held each semester, with student attendance being voluntary for the most part (only a few courses require attendance at one program). Cost of the program is handled through an established budget with organization and operation being totally by the Student Business Dialogue Committee. Both the students and business people find the interaction to be extremely positive, and often jobs are offered through this activity.

For more information, contact:

Mr. Lloyd Wygant
Director of Business Dialogue Program
The Gill Center for Business and Economic Education
Ashland College
Ashland, OH 44805
419-289-5178

Small Business College

To date, over 1,100 students have taken part in the Small Business College, which is affiliated with the State of Ohio Postsecondary College System. The college offers 5-7 courses each 12-week period. The focus of the courses is on start-up skills such as preparing a business plan, analyzing business locations, and instituting credit policies.

Success is demonstrated by the fact that the American Association of Community and Junior Colleges awarded the Small Business College a grant for participation in the National Small Business Training Network. Later, after field testing, the College was selected as one of the 9 exemplary projects within the Two-Year College Business Training movement.

For more information, contact:

Leon H. Albert, Director
Center for Employee Development and Management
Stark Technical College
6200 Frank Avenue, NW
Canton, OH 44720
216-494-6170, ext. 249 or 255

Small Business Program

Small Business owners who have no formal business training but who want to improve their business skills can choose from a wide variety of courses at a low fee ($50 for most minicourses). Also, confidential, direct business counseling is provided to individuals and companies, emphasizing recognized practices for effective enterprise development. Close contact is maintained with clients over a sufficient time to evaluate results and progress. The Center for Employee Development and Management has access to various practical business and industrial reference materials, trade journals, business periodicals, directories, and statistical data of use to established business owners and managers, inventors, consultants, and entrepreneurs wanting to start a business.

For more information, contact:

Leon Albert, Director
Center for Employee Development and Management
Stark Technical College
6200 Frank Avenue, NW
Canton, OH 44720
216-294-6170, ext. 249 or 255

Annual College Business Symposium

Although the content varies from year to year, the purpose of the Annual College Business Symposium is to give college seniors an opportunity to discuss their interest and concerns about the business world with local business and entrepreneurial leaders. Content includes a keynote address, dialogue sessions, and an executive panel session following dinner. Entrepreneurial and general business topics are discussed in these sessions. The 1983 symposium was attended by 195 college seniors from 9 neighboring universities. Participants expressed appreciation for the opportunity to informally discuss business and entrepreneurial topics with business leaders.

For more information, contact:

George Vredeveld
Greater Cincinnati Center for Economic Education
M.L. 223
University of Cincinnati
Cincinnati, OH 45221
513-475-2948

Small Business Seminars, Workshops, and Management Consulting

The purpose of this service is to assist persons in business or those contemplating a new business in developing management skills so that their businesses will be successful. The Ohio and Great Oaks JVSD work together to provide seminars and workshops with a classroom instruction format supplemented by private individualized help. The classroom instruction includes hand-on practice in completing forms, business plans, bookkeeping, and human relationsip development. Follow-up is provided to all past "graduates" or one-or-two time participants. Classes run 7-14 weeks, with private help as long as the person needs it. Over 200 people per year are served, with approximately 10 percent of those receiving private help.

Success is evidenced by the growing number of personal referrals to the program plus the personal feedback of those who have received assistance. According to the instructor, "Our programs make available to the small and medium-size entrepreneur information and help at very affordable and reasonable cost, plus the information is honest and comes from people they can trust."

The system is not difficult to develop. The great challenge is finding the right people who are willing to share their expertise as the workshop guest speakers. The potential of this program is unlimited, however, and new programs and ideas are constantly being added.

For more information, contact:

Tom Wittkamp
Adult Small Business and Marketing Management Instructor
Great Oaks Joint Vocational School District: Scarlet Oaks,
3254 East Kemper Road
Cincinnati, OH 45241
513-771-8810

Small Business Management

This program, offered to adults through a joint vocational school, is a 2-year course providing the benefits of an organized program of instruction in

business management. The objective of the program is to help the small business owner develop and use a coordinated business plan consisting of five elements: (1) a marketing plan, (2) a profit plan, (3) a cash flow plan, (4) a capital plan, and (5) a financial flow chart hightlighting key ratios. For a yearly tuition of $450.00, recipients of this program benefit from the careful analysis procedures and planning techniques.

For more information, contact:

Robert Link
Small Business Management, Adult Education Division
Montgomery County Joint Vocational School
6800 Hoke Road
Clayton, OH 45315
513-837-7781

Entrepreneurship Curriculum

Entrepreneurship curriculum has been offered at Cuyahoga Community College since 1970, averaging 30-35 sections a school year. More than 6,600 men and women have taken at least 1 of the 6 courses that cover the entire spectrum of entrepreneurial and managerial activity. The purpose of this curriculum is to help would-be entrepreneurs launch new ventures and to help existing entrepreneurs strengthen their managerial and entrepreneurial skills. The curriculum was ranked as the top curriculum by students and faculty in a recent poll.

For more information, contact:

Nicholas Siropolis
Cuyahoga Community College
Cleveland, OH 44115
216-348-4423

Noncredit Courses for Small Business Owner

The Ohio State University's Lima Campus, Division of Continuing Education, offers a variety of noncredit courses suitable for small business owners. Topics include conflict management, basic and advanced telephone techniques, marketing common sense, enhancing your professional image, marketing, merchandising and the media, microcomputers, practical computing, and Japanese productivity. Each course is designed to assist the entrepreneur in implementing skills used in business. The program appears to be successful because of repeat participants and word-of-mouth recommendations for new participants.

For more information, contact:

Caroline Fasig
Lima Campus
4240 Campus Drive
Lima, OH 45804
419-228-2641, ext. 255

Small Business Courses for Credit

Lima Technical College has several courses for credit that benefit the small business person and the would-be entrepreneur. These are as follows:

- Small Business Management introduces students to the small business situation and gives them a balanced view to the role of small business in society.
- Marketing Research increases the student's power of critical analysis and demonstrates how to use research as a management tool.
- Principles of Federal Income Tax is an introduction to federal taxation including concepts, principles, and tax planning from both a personal and corporate standpoint.
- Advertising and Sales Promotion involves the study of advertising and sales promotion, including history and development of advertising, preparation of the ad, selection of media, budgeting for advertising research, and direct-mail marketing.

For more information, contact:

Lima Technical College
4240 Campus Drive
Lima, OH 45804
419-228-2641

Small Business Program--Morrow County

Sponsored by the North Central Ohio Private Industry Council, this program offers custom-tailored instruction for entrepreneurs who wish to survive in the PROFIT SYSTEM. Small business owners identify the strengths and weaknesses of their businesses and develop plans to study specified problems.

For more information, contact:

Ken Boyer, Adult Director
Tri-Rivers Joint Vocational School
2222 Marion-Mt. Gilead Road
Marion, OH 43302
614-389-6347

How to Organize and Operate a Small Business

This class focuses on improving adults' entrepreneurial skills by looking at how to start a small business, market research, record keeping, advertising, and legal considerations. Classroom instruction, guided by a successful business person, is supplemented with visits to businesses and guest speakers.

For more information, contact:

Larry D. Davis, Adult Education Director
Buckeye Joint Vocational School
545 University Drive, NE
New Philadelphia, OH 44663
216-339-2288

Going into Business for Yourself

Designed to familiarize potential entrepreneurs with the responsibilities of owning a small business, this program of adult education workshops (15 hours) looks at personnel qualifications, planning, insurance, financing, taxes, record keeping, and legal considerations in starting a small business.

For more information, contact:

Sandra Lingnell, Marketing Management Instructor
Penta County Schools
30095 Oregon Road
Perrysburg, OH 43551
419-666-1120

Keys to Business Success

This is an 18-hour seminar designed to acquaint potential entrepreneurs with how to start a small business. Participants discuss personnel qualifications, planning, insurance, financing, taxes, record keeping, and legal aspects of owning a small business.

For more information, contact:

Richard M. Everhardt, Marketing Management Instructor
Penta County Schools
30095 Oregon Road
Perrysburg, OH 43551
419-666-1120

Upper Valley Business Resource Center

A four-level program that stimulates small business activity and increases the chance for success of such businesses. Level A is for the entrepreneur, B is for potential entrepreneurs, C is for development groups, and D is for development agencies. The program, cosponsored by the U.S. Small Business Administration, the Ohio Department of Development, and seven Piqua County chamber of commerces, has class training, seminars, a research laboratory, and consultations at the school and at businesses.

For more information, contact:

Jon Heffner, Coordinator
Upper Valley Business Resource Center
8811 Career Drive
Piqua, OH 45356
513-778-8419

Small Business Management

The purpose of this program is to provide adults with the necessary skills and information to start and operate their own businesses. The program includes such aspects as recordkeeping, advertising, and marketing. "The success of my program is great. For every $1 invested, we feel the student's return is $12."

For more information, contact:

Tim Turose
Gordon James Career Center
1776 Salt Springs Road
Warren, OH 44481
216-824-2534

Homemaking Entrepreneurship

This five-session, 10-hour course is designed for individuals who would like to use their homemaking skills, hobby, or interest to operate a money-making business from their homes. Course content includes information and required skills necessary for starting and managing a small business with a low capital outlay.

Since spring 1983, 36 people have taken this course. Follow-up calls indicate that many trainees have been successful in actually starting their own businesses. One operates a typing service, one has published a book of craft ideas, one is selling cheese cakes, and many are involved with local craft shows. It is advantageous to have an instructor for the course who is successfully operating a money-making business and who can pass along

first-hand knowledge. Also, Creative Cash: How to Run a Money-making Business Out of Your Home by Barb Braybec is an excellent text.

For more information, contact:

Michael Kristan
Polaris Vocational Center
7285 Old Oak Boulevard
Middleburg Heights, OH 44130
216-243-2827

Displaced Homemakers-Dislocated Persons Program

This program provides self-employment training for JTPA clients, generally for displaced homemakers or dislocated workers. Clients are aided in investigating local businesses for job opportunities and in developing an entrepreneurial plan to start and maintain a small business of their own. As a result of this program, many clients have successfully found jobs; others are pursuing further training in basic educational areas or skills or have gone on to college. The greatest accomplishment is "changing clients' attitudes about themselves and helping them get on with their lives."

For more information, contact:

Jean Knight or William Morvay
Skills Training Center
26 North Watt Street
Youngstown, OH 44503
216-747-4453

DEVELOPING SUCCESSFUL ENTREPRENEURSHIP
THROUGH VOCATIONAL EDUCATION FOR
SECONDARY STUDENTS AND ADULTS

The results of this study are for use by administrators, board of education members, and vocational teachers across Ohio. However, state division of vocational education staff should also be able to use the result to promote entrepreneurship education. The study will include--

- an analysis of small businesses in Ohio and the need for an entrepreneurship education thrust at all levels.
- identification and description of exemplary programs that will include what was done, methods used, and outcomes.
- recommendations for considerations at the state and local level.

The study will be funded and conducted by the Ohio Advisory Council for Vocational Education in cooperation with the Ohio Department of Education, Division of Vocational and Career Education.

The resource document which will be the result of this study will be disseminated at the 1985 Ohio Vocational Association meeting. It is expected that this document will provide impetus to increase the entrepreneurship education offerings within vocational education programs for secondary and postsecondary students and adults.

This study will cost approximately $9,000.00, including 1,900 copies of the document. Any state agency or advisory council could easily replicate this study.

For more information, contact:

Sonia M. Price
Assistant Director, Coordinator of
Program Services
Ohio Department of Education
Division of Vocational and Career Education
65 South Front Street, Room 907
Columbus, OH 43215
614-466-3430

INFUSION OF ENTREPRENEURSHIP EDUCATION IN OHIO

Goals and Objectives

The National Center for Research in Vocational Education was funded by the Ohio Department of Education, Division of Vocational and Career Education, to make use of existing materials and resources and to customize these materials for Ohio vocational educators. The project began June 1985 and ended January 1986. The following project objectives were designed to support the ultimate goal of infusing entrepreneurship education into all secondary vocational education programs in Ohio:

- To develop classroom materials as a vehicle for infusing entrepreneurship education across all vocational programs at the secondary level.
- To develop teacher training materials to be used for entrepreneurship education inservice.

Scope of Work

The following scope of work was requested by the Ohio Department of Education, Division of Vocational and Career Education, with input from all vocational service area state supervisors. This group served as an advisory committee to the project as well as a subgroup of the Ohio Entrepreneurship Education State Task Force.

The project staff used information already available and developed new materials which were used in the year-long effort to infuse entrepreneurship education in vocational programs in Ohio. PACE, a curriculum developed by the National Center for Research in Vocational Education, was used as one of the primary items in the infusion process. The five major tasks carried out by the project are briefly discussed below.

Collect Background Information

The project drew from existing materials, programs, and resource people to create a program focusing on the needs of Ohio.

As a first step, project staff reviewed available entrepreneurship curriculum products and small business owner task analyses before beginning the development of teacher training and classroom materials in order to determine what needed to be added to existing materials. In addition to conducting product review, staff interviewed developers and teachers and conducted a literature review. This provided a broader base of background information which was useful in the design and completion of the project.

Design Scope and Sequence for Vocational Education by Taxonomy

Using the data obtained in the collection of background information, project staff drafted an entrepreneurship concept list used in developing a scope and sequence chart by vocational program taxonomy. This concept list was based on the competencies in PACE. After the concept list was drafted, project staff identified 20 local vocational supervisors to assist in the process of verifying and expanding the list by program taxonomy. A briefing was held with the selected local supervisors at their regular July meeting. At this briefing session, the supervisors were oriented to their role in assisting with the data-collection process. The supervisors were asked to distribute the entrepreneurship concept surveys to teachers under their jurisdiction across all possible vocational program taxonomies and to return completed surveys to project staff.

After the surveys were disseminated by the supervisors, project staff collected feedback from the supervisors. The survey results, along with the original concept list, were merged to finalize the scope and sequence chart for publication.

Design Awareness Module

Based on an analysis of existing materials and models, project staff drafted an awareness module to be used in the classroom as part of the infusion process. This module was designed to provide initial orientation to entrepreneurship prior to the use of more skill-developing curriculum materials and activities, such as PACE. While the draft module was being prepared, project staff identified secondary vocational instructors to serve on a review panel. Once the draft of the module was completed, project staff conducted a teacher review team meeting. At this meeting, the teachers were oriented to the contents and use of the module and made preparation to field test the module.

After the review team meeting, the instructors field tested the awareness module in their current programs and provided feedback based on their use of the module. During the field test period, project staff visited field test sites to make observations on use of the module. After the feedback was collected from all the test sites, the module was revised and prepared for final publication.

Prepare Process Model

In addition to designing materials for classroom use, this project developed an infusion guide to assist the secondary vocational education instructor in incorporating entrepreneurship principles into an existing program. In order to prepare a process model for the infusion of entrepreneurship education, project staff collected strategies for each service area and vocational education in general. Comments on content of the infusion guide were obtained

at the review panel meetings. Model programs collected in the literature review process were also incorporated into the product. Project staff asked teachers to collect entrepreneurship success stories to be used in preparing posters for publications.

Ten instructors were identified (2 from each service area) as consultants to collect information and photos from successful entrepreneurs who came from their programs.

Once strategies and feedback were collected for each service area, project staff wrote a draft of the process model for infusion of entrepreneurship education into all vocational programs at the secondary level. The process model components were presented at review panel meetings for vocational instructors. Feedback and suggestions from the review panels were incorporated for completion of the process model for publication.

Design State RFP for Model Entrepreneurship Programs

In order to encourage creative efforts in local programs, the Division of Vocational and Career Education of the Ohio Department of Education supported innovative program ideas through a request-for-proposal (RFP) process. Project staff drafted an RFP for model programs in the state that could provide a vehicle for the implementation of creative strategies for the infusion process. The expertise of the Ohio Entrepreneurship Education State Task Force was used to review and provide input for the RFP. After receiving input from the State Task Force, project staff submitted the RFP to the Ohio Department of Education staff for dissemination. The task force was convened to review proposals and make recommendations for the funding of activities. The awarding of these grants was made by the Division of Vocational and Career Education.

Deliverables

The following items were prepared in camera-ready form:

- Scope and Sequence Chart for Vocational Education by Taxonomy--This chart was color coded in a poster format on five separate sheets, each measuring 33" x 17".
- Student Success Posters--Two color posters of former vocational students who have gone on to become successful entrepreneurs were developed. The posters reflect each of the service areas and measured 33" x 17".
- Competency List/Instructor's Guide--This two-sided poster, measuring 33" x 17", contained a comprehensive list of entrepreneurship competencies on one side and teaching tips for the instructor on the reverse side.

- Process Model--A 50-page document was prepared that discusses processes and strategies for inservice and infusion of entrepreneurship education in Ohio.

- Awareness Module--A 50-page individualized instruction package was prepared for use by vocational students prior to use of PACE.

- RFP for Model Entrepreneurship Programs--A 10-page RFP identified guidelines for funding innovative program ideas.

- Final Report on Inservice--A report was prepared evaluating participant feedback and workshop effectiveness.

For more information, contact:

Sonia M. Price
Assistant Director, Coordinator of
Program Services
Ohio Department of Education
Division of Vocational and Career Education
65 South Front Street, Room 907
Columbus, OH 43215
614-466-3430

COLLABORATION FOR ENTREPRENEURSHIP

Overview

The Ohio State Entrepreneurship Task Force consisting of twenty nine members from industry, education, government, and labor sectors supported the development of a directory to catalogue the entrepreneurial resources in Ohio. The Ohio Department of Education, Division of Vocational and Career Education in collaboration with the Job Training Program Services contracted with the National Center for Research in Vocational Education to develop the Directory and conduct five leadership workshops.

The goal of these workshops was to develop collaborative linkages between employment training networks and other service delivery agencies in support of entrepreneurship education and training in Ohio. The project dealt with linkage between all levels of education and community service because it involved support for entrepreneurship education as a lifelong educational need. Therefore, collaborative activities would need to involve 2-year and 4-year college educators; adult, secondary, and career educators; local JTPA Service Delivery Agencies (SDAs); Private Industry Councils (PICs); and private sector and technical assistance deliverers for small business. Of particular importance were the linkage needs of the 2-year colleges, vocational educators, and other educational groups that benefit from building collaborative networks with other service delivery systems.

To accomplish this goal, the National Center provided support services to the Ohio state entrepreneurship education task force in their effort to plan and conduct five regional entrepreneurship education awareness workshops. The project staff worked closely with the division of vocational education to develop a recommended workshop program agenda. In addition, project staff collaborated with the state task force to identify, in each region, leaders who would be invited to participate in the workshops. Through the auspices of the state task force, project staff helped identify and assisted the five regional workshop coordinators. The state task force retained authority to appoint all five workshop coordinators.

Project staff provided technical assistance to the regional coordinators in planning and conducting workshops. This assistance required project staff--

- to develop, duplicate, and disseminate a directory entitled Entrepreneurship Resources in Ohio
- to prepare and disseminate news releases regarding the directory and the five collaboration workshops
- to collect, compile, and "print" a computerized database of local resources
- to develop and print a project brochure
- to develop, duplicate, and disseminate workshop materials

More detailed information is provided under Development of Support Materials.

Each regional coordinator was responsible for the management and conduct of their respective regional workshop. For these one day workshops, regional coordinators provided at least two guest speakers, workshop facilities, and limited amenities for workshop participants. The project staff director made two trips to each regional workshop site and met once with regional coordinators to help plan and organize the workshops. The project staff director then participated in each regional workshop and served as a technical resource person to the workshop coordinator and participants.

As a final step, project staff reviewed the process and results of the entire workshop experience and prepared a final report for the state task force and the JTPA Education Coordination and Grants Council.

More specific information on planning, conducting, and evaluating the workshops is provided in the sections which follow.

Planning Workshops

As an initial step in planning the 5 statewide entrepreneurship leadership workshops, project staff developed a tentative, one-day workshop agenda. The Ohio Entrepreneurship Task Force reviewed and approved, with minor revisions, the tentative agenda.

With the help of task force member George Bell, project staff identified and obtained commitments from four individuals to serve as local workshop coordinators. Project staff would serve as local workshop coordinators for the Columbus workshop. Other than Columbus, the local workshop coordinators included:

- Canton — Diane Patris, Business Office Education Consultant, Jackson Township Community Education
- Cincinnati — Marcia Trokhan, Adult Business Consultant, Butler County JVSD
- Cleveland — Evelyn Finley, Adult Business Consultant, Polaris Vocational Center
- Toledo — Jama Roman, Career Supervisor, Toledo Public Schools

Project staff transmitted to the local coordinators a list of minimal requirements for a host workshop site and a range of possible workshop dates (see appendix A). Within 6 weeks, all five workshop sites and dates were established.

A summary of registered participants and actual participants by workshop site appears below.

Site	Date	Location	Participants
Canton	October 25	Highbee Company Belden Village Mall	62
Columbus	November 5	National Center for Research in Vocational Education OSU	127
Cincinnati	November 8	Sheraton Hotel Springdale	61
Cleveland	November 26	Ford Motor Company Brookpark	67
Toledo	November 30	United Way Building One Stranahan Square	66
Total			393

During the next month, project staff conducted site visits to the four workshop locations outside Columbus. Project staff reviewed operational progress with the local coordinators and inspected host facilities to confirm adequacy of workshop sites.

Using various mailing lists supplied by task force members, project staff sent approximately 2,500 workshop invitations across the state (see appendix B). As registration forms arrived, project staff sent confirmation letters to workshop registrants (see appendix C for an example).

Conducting Workshops

All five workshops followed the same basic schedule. However, the workshop presenters varied from workshop to workshop. For specific details, see appendix D for a sample agenda. The general process was as follows:

- Break into small groups to discuss entrepreneurship support efforts being conducted by participants.

- Break for lunch.

- Reconvene for presentations by an experienced entrepreneur and of resource directory and database information and sample programs.

- Break into small groups to discuss new linkage ideas.

- Adjourn.

As part of each afternoon small group session, workshop participants recorded their responses/reactions to two questions:

1. What strategies will you follow to network with others in your area to build services for current and future entrepreneurs?

2. What problems do you feel the State Entrepreneurship Task Force should address?

Evaluating Workshops

Project staff prepared a synthesis of these remarks/observations for each workshop. This synthesis was presented to the ad hoc evaluation committee of the task force to analyze and assess the impacts and outcome of the workshop process/content.

Project staff collected 156 evaluation forms from workshop participants (see appendix E for a copy of the form). Using in-house computer facilities, project staff prepared a summary analysis of the evaluation data. This summary analysis was also presented to the ad hoc evaluation committee of the task force. Critical attitudes of workshop participants were:

- 68.0 percent either agreed or strongly agreed that the workshop they attended gave them new insights into the need for entrepreneurship in Ohio

- 77.6 percent either agreed or strongly agreed that, after attending the workshop, they felt that their organization should be more involved in entrepreneurship education and training

- 82.6 percent either agreed or strongly agreed that vocational education programs at the high school level should teach entrepreneurship competencies as a career option

- 63.5 percent either agreed or strongly agreed that they had made contacts at the workshop that would help their organizations be more involved in entrepreneurship education and training

- 66.0 percent either agreed or strongly agreed that additional meetings of this kind should be held

Development of Support Materials

Resource Directory

As an initial step in preparing the resource directory, project staff reviewed draft listing resources compiled by the Ohio Entrepreneurship Task Force. Project staff identified missing information or incorrect information and delivered 600 copies of the directory entitled, Entrepreneurship Resources in Ohio.

The 157-page directory contains 285 resource citations listed in the following categories:

- Educational organizations
- Government agencies
- Trade associations
- Audiovisuals
- Business-sponsored publications
- Commercial publications
- University, government and associations sponsored publications

The directory also includes an entrepreneurship bibliography, "Additional Resources," which contains 339 citations. Finally, the directory is prefaced by a letter of endorsement from Governor Richard F. Celeste.

To date, feedback on the resource directory has been very positive. The directory was well received by collaboration workshop participants. In addition, project staff have received inquiries regarding the directory as a result of a project news release printed in Business First, a weekly business tabloid published in Columbus, Ohio.

Computerized Resource Database

Project staff presented to the state task force for review and discussion a draft survey format to be used in the collection of data for the computerized resource database. Ad hoc committee members had approved the final survey form (see appendix F) for distribution to all known sources of small business assistance in the state.

The mailing comprised the following:

- Public agencies
- Chambers of commerce
- Trade, business and commercial associations
- Business assistance organizations
- Economic development entities
- Employment training providers
- State-assisted and private:
  4-year colleges and universities
  2-year branch campuses, technical colleges and community colleges
- Colleges of business
- Colleges of continuing education
- Private trade and technical schools
- Ohio technology transfer organization
- Business and/or professional libraries
- Entrepreneurially oriented vocational and adult education programs (supplied by the Division of Vocational and Career Education)

Program managers within the Division of Vocational and Career Education completed "generic" survey responses on behalf of their program operatives in the field. These survey responses were matched with individual profile information on each service provider. Individual service providers were then entered into the database as a local resource. Specific programs represented in this manner included the following:

- Farm Business Planning Analysis
- Adult Education Consultants
- Family Life Education Coordinators
- Transitions Program
- Career Education Coordinators
- Human Resources Program
- Small Business Management Program
- Ohio Industrial Training Program

As of November 30, 1984 the database contained 774 entries outlining local entrepreneurship education and training resources. Physically, the database exists on magnetic tape and in disc storage at the National Center.* Operationally, the database exists as a 1,200- to 1,300-page "printout." For convenience, the database is divided and bound into a three-volume set. The information is printed on 8 1/2" x 11" white, perforated, continuous-feed computer paper. The database management program was structured to easily deliver two different "runs;" one sorted by JTP-Ohio service delivery area (SDA), another sorted by county.

The printouts were distributed to task force members. JTP-Ohio officials distributed database runs sorted by SDA to each of the 31 SDAs across the state.

Project Brochure

Project staff prepared and printed 10,000 copies of a project brochure (see appendix G). Brochures were disseminated liberally during the project period and they were distributed in the five collaboration workshops. In addition, project staff conducted a mass mailing of these brochures as a contract ending activity.

For more information, contact:

Lisa Mazzei Fischer, Program Associate
John M. Bebris, Program Associate
National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
614-486-3655
800-848-4815

* The data management program was created on a disc file using "Programming Language 1" within a SPSS program on an IBM AMDAHL (V/8 System).

APPENDIX A

LETTER TO LOCAL COORDINATORS

OSU

The Ohio State University

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210-1090

Phone: 614—486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

Dear

We appreciate your assistance in organizing facilities for the Ohio Entrepreneur Educators' Workshops being scheduled in five locations in Ohio this fall. The workshops are part of the work of a State Entrepreneurship Task Force organized by the Vocational Department in the Ohio Department of Education. The workshops are being conducted by a project at the National Center and funded by the state JTPA Council.

Attached is a tentative agenda that the state task force has designed. We plan to modify it to accomodate the different situations in Cleveland, Canton, Toledo, Columbus and Cincinnati.

We do have some common facility needs at all locations.

- An auditorium that will seat at least 100 people.
- adequate available parking space
- a lunchroom nearby that could be used by participants to MINIMIZE the time needed for a lunch break
- access to coffee facilities for which the project can pay
- podium/microphone depending on size of room
- 2-3 breakout rooms for small groups

Also we want to inform you that our contract has been extended through the end of November. Regional workshops will be held October 22 - November 20, 1984. Please call or write to indicate three available dates for your particular site.

We look forward to working with you on this important conference. We plan to visit the site and meet with you before the conference.

Please call when you have specific site information and we will set up a time to get together.

Sincerely,

Cathy Ashmore

Cathy Ashmore

Sincerely,

Lisa Fischer

Lisa Fischer

APPENDIX B

WORKSHOP INVITATIONS

STATE OF OHIO
DEPARTMENT OF EDUCATION

FRANKLIN B. WALTER
SUPERINTENDENT OF
PUBLIC INSTRUCTION

DARRELL L. PARKS, DIRECTOR
VOCATIONAL AND CAREER EDUCATION
907 OHIO DEPARTMENTS BUILDING
65 South Front Street
Columbus, Ohio 43215

October 5, 1984

A special invitation is being extended to you to join State leaders in discussing the challenge for helping current and future entrepreneurs strengthen Ohio's small business economy. The Ohio Entrepreneurship State Task Force, in cooperation with JTPA of Ohio, is sponsoring 5 regional workshops to provide a forum for meeting each other and sharing information on entrepreneurship education training programs in Ohio. You were nominated to be a representative by one or more of the members of the Ohio Entrepreneurship State Task Force identified on the attached list.

The series of five workshops featuring "Entrepreneurship for Ohio's Future" are scheduled to be held at strategic locations in Ohio. Please select the location and date that best fits your schedule. Because each location will serve a maximum of 100 participants, registration will be handled on a first come, first serve basis.

• Canton	Thursday, October 25th
• Columbus	Monday, November 5th
• Cincinnati	Thursday, November 8th
• Cleveland	Friday, November 16th
• Toledo	Friday, November 30th

The workshops, scheduled from 9 a.m. to 4 p.m., are designed to encourage collaborative networks for entrepreneurship training in Ohio. In addition, participants will receive a copy of a newly published directory, Entrepreneurship Resources in Ohio, and will have an opportunity to review a local database that will be available at JTPA-sponsored Service Delivery Area Offices.

Registration will be handled by the National Center for Research in Vocational Education. Contact Lisa Fischer at the center (614-486-3655, ext. 247) to answer questions. The attached registration form should be returned as soon as possible.

We hope you will join us in supporting the efforts of entrepreneurship education and training in Ohio.

Sincerely,

Sonia M. Price

Sonia M. Price, Chairperson
Ohio Entrepreneurship State Task Force

Attachments

197183

"An Equal Opportunity Employer"

REGISTRATION INFORMATION

REGISTRATION COST. There is no charge for participating in the workshops -- "Entrepreneurship for Ohio's Future" -- except for luncheons.

- Columbus - purchase own lunch
- Cleveland - purchase own lunch
- Toledo - purchase own lunch
- Canton - $7.50
- Cincinnati - $7.50

If you choose one of the sites where a luncheon is planned, please send your check for the luncheon with your registration form.

EARLY REGISTRATION IS ESSENTIAL. Space is limited so register early to ensure participation at your preferred location. To register, complete and return the attached registration form along with your check or indicate on the form how payment will be made. Telephone registrations will be accepted if a purchase order or written guarantee of payment from your institution is provided.

For telephone registrations or inquiries, call 1-614-486-3655, ext. 247.

REGISTRATION FORM

Please register me for "Entrepreneurship for Ohio's Future"

Name_____Title_____

Organization_____

Address_____

City_____State_____Zip_____Telephone ( )_____

I will attend the workshop at the following location (check one). I have enclosed my check for the luncheon (starred areas only).

		Luncheon Cost
___Canton*	Thursday, October 25	$7.50
___Columbus	Monday, November 5	purchase own
___Cincinnati*	Thursday, November 8	$7.50
___Cleveland	Friday, November 16	purchase own
___Toledo	Friday, November 30	purchase own

Make check payable to THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION and mail to "Entrepreneurship for Ohio's Future", The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210.

MAKE RESERVATIONS NOW!

Members of the Ohio Entrepreneurship State Task Force include the following people:

- Sonia Price (Chairperson of State Task Force)
  Ohio Division of Vocational and Career Education
- Leon Albert
  Stark Technical College
- M. Catherine Ashmore
  National Center for Research in Vocational Education
- Robert Bailey/Linda Cooper
  Ohio Technical Transfer Organization
- Ralph Bender
  Ohio Advisory Council for Vocational Education
- William T. Blair/Terry Fleming
  Ohio Chamber of Commerce
- Larry Casterline
  Ohio Division of Vocational and Career Education
- Karen Dawson
  Employment and Education Commission of Franklin County
- Don Fell
  Ohio Joint Council on Economic Education
- Jerry Garman
  U.S. Small Business Administration
- Joan Gritzmacher
  The Ohio State University
- Joannia Kister
  Ohio Division of Vocational and Career Education
- George Kosbab
  Ohio Division of Vocational and Career Education
- John Mahaney/John Hurst
  Ohio Council of Retail Merchants
- Gene Matheny
  Central Ohio Junior Achievement
- Al Neff
  Ohio Board of Regents

- Bernard Nye
  Columbus Technical Institute

- Hal Roach/Ron Keller
  Ohio Technical and Community College Association

- Karen Shylo
  Ohio Division of Vocational and Career Education

- Bill Soltesz/Dennis McNamee
  Ohio Department of Development

- Cathy Stafford
  Inter-University Council of Ohio

- Marguerite Turnbull
  Ohio Bureau of Employment Services - JTPA

- Jim Wiblin
  Ohio Division of Vocational and Career Education

Additional assistance from vocational education State staff members was provided by the following people:

- George Bell

- Karen Heath

- Dave Rankin

- Barbara Reed

- Barbara Wise

APPENDIX C

WORKSHOP CONFIRMATION LETTERS

OSU

The Ohio State University

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

October 18, 1984

Dear Colleague:

We are delighted that you will be able to join us at the workshop "Entrepreneurship for Ohio's Future." The workshop, scheduled from 9 a.m. to 4 p.m., is designed to encourage collaborative networks for entrepreneurship training in Ohio.

The Canton area workshop will be conducted at The Higbee Company in the Belden Village Mall. Please note that before the store opens, access to the building will be through the south entrance only (see attached map). Registration and coffee will be in the Vista Room on the second floor. Because space is limited, please call in advance before bringing guests.

A display area will be available if you have any brochures or materials you wish to share with the group. Also a reminder that there is a $7.50 luncheon charge for those who have not paid. Due to the tightness of the agenda, you will not have time to go elsewhere for lunch.

We look forward to meeting with you on October 25, 1984.

Sincerely,

Lisa M. Fischer

Lisa M. Fischer
Entrepreneurship Workshop Coordinator

Enclosures

APPENDIX D

SAMPLE WORKSHOP AGENDA

This workshop is sponsored by the Job Training Partnership Act, U.S. Department of Labor, and the Division of Vocational and Career Education, Ohio Department of Education. The workshop provides a process for sharing ideas and activities for strengthening entrepreneurship education and training in the State of Ohio.

Special thanks for their assistance goes to

Diane Patris
BOE Consultant
Jackson Township Community
Education

and

Evon Hunt
The Higbee Company
Belden Village Mall

For more information about entrepreneurship in Ohio contact:

The National Center for
Research in Vocational Education
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

CANTON WORKSHOP

AGENDA

ENTREPRENEURSHIP FOR OHIO'S FUTURE

9:00	Registration/Coffee	Vista Room
9:30	Welcome	Representative from The Higbee Company
	Keynote Speaker	Senator Tom Walsh 29th District Ohio Senate
	Entrepreneurship Education and Training Framework	Dr. Cathy Ashmore National Center for Research in Vocational Education
10:00	Profile of Ohio Activities	
	• JTPA in Ohio	Marguerite Turnbull JTP Ohio
	• Community Development	Don M. Stephens Akron Regional Development Board
	• Career and Vocational Education	Sonia M. Price Division of Vocational and Career Education
	• Postsecondary/Technical Education	Leon Albert Stark Technical College
11:00	Small Groups - "What are you doing to support entrepreneurship?"	
	Career Education/Awareness Secondary Vocational Programs Postsecondary/Technical Programs Adult/Community-based Programs	
12:00	Lunch	Vista Room
1:00	Experiences of an Entrepreneur	Joyce Hocking Wayne County Career Center
	Directory: Entrepreneurship Resources In Ohio	Lisa M. Fischer National Center for Research in Vocational Education
	Database: Local Assistance Information	
	Sample Programs	Dr. Cathy Ashmore National Center for Research in Vocational Education
3:00	Small Groups -	
	Ideas for new linkages using state task force, leadership, directory, databases, etc.	
	Challenge for Ohio's Future	Sonia M. Price Division of Vocational and Career Education
4:00	Adjourn	

APPENDIX E

ENTREPRENEURSHIP EDUCATION AND TRAINING EVALUATION

ENTREPRENEURSHIP EDUCATION AND TRAINING EVALUATION

Please indicate your attitudes about each of the following statements regarding entrepreneurship education and training. This information provides your input for use by the State Entrepreneurship Education Task Force. It is completely anonymous.

Mark the form using the following scale by circling the appropriate number as follows:

1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

1. This workshop gave me new insights into the need for entrepreneurship in Ohio. 1 2 3 4 5

2. Prior to attending the workshop I considered entrepreneurship education and training the responsibility of others. 1 2 3 4 5

3. After attending the workshop, I feel that my organization should be more involved in entrepreneurship education and training. 1 2 3 4 5

4. The directory will be useful to my organization in supporting entrepreneurship. 1 2 3 4 5

   a. I will plan to use the Educational Organization Section. 1 2 3 4 5

   b. I will plan to use the Government Agencies Section. 1 2 3 4 5

   c. I will plan to use the Trade Associations Section. 1 2 3 4 5

   d. I will plan to use the Publications Section. 1 2 3 4 5

5. At this workshop I made contacts that will help my organization be more involved in entrepreneurship education and training. 1 2 3 4 5

6. This workshop was of benefit to me because of the new ideas I can bring my organization. 1 2 3 4 5

7. Career education programs from elementary school thru secondary should include entrepreneurship learning. 1 2 3 4 5

8. Vocational education programs at the high school level should teach entrepreneurship competencies as a career option. 1 2 3 4 5

9. Ohio's 2-year technical schools should include entrepreneurship education as part of their associate degree programs. 1 2 3 4 5

10. The sample programs provide new ideas concerning what my organization can do. 1 2 3 4 5

11. My community should provide more training and counseling for existing small businesses. 1 2 3 4 5

12. My community should provide more training and counseling for potential entrepreneurs. 1 2 3 4 5

13. The five-stage, lifelong learning model is a reasonable approach to defining targeted roles for educators and community service providers relative to entrepreneurship education and training. 1 2 3 4 5

14. I believe additional meetings of this kind should be conducted. 1 2 3 4 5

15. The database available through local JTPA-sponsored Service Delivery Agencies will be useful to me. 1 2 3 4 5

BASIC BACKGROUND OF PARTICIPANT

Circle the appropriate number as follows:

16. My organization is

    1. Public Education
    2. Public Sector/Government
    3. Non-Profit Sector
    4. Private/For-Profit Sector

17. If you represent public education, is your responsibility in

    1. Prevocational/Career Ed./Academic
    2. Vocational and Secondary Schools
    3. 2-year Colleges
    4. 4-year Colleges
    5. Adult/continuing education at any location

18. If you represent the public sector, is your agency

    1. National
    2. State
    3. Local

19. If you represent the non-profit sector, is your organization a

    1. Professional Association
    2. Foundation
    3. Public Service Organization
    4. Clearinghouse/Database
    5. Educational Institution

20. If you represent the for-profit sector, is your organization a

    1. Business service provider
    2. Private enterprise in the community
    3. Clearinghouse/Database
    4. Business/Industry Association

212

21. In serving current or future entrepreneurs, my major interests are in working with the five-stage model of lifelong entrepreneurial development at

    1. Stage 1
    2. Stage 2
    3. Stage 3
    4. Stage 4
    5. Stage 5

22. I attended the Entrepreneurship Workshop in

    ____Canton
    ____Columbus
    ____Cincinnati
    ____Cleveland
    ____Toledo

APPENDIX F

FINAL SURVEY FORM

INSTRUCTIONS

1. Please type, if possible.

2. Check all items that are applicable to your organization.

3. List titles and cost (if any) on page three, of available print and non-print resources.

4. Return completed form within ten working days to:

Sarah Williams
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210

SECTION I

PROFILE:

Dr.(Mr.) Dr.(Ms.) Mr. Ms._____

Position/Title_____

Department/Division_____

Organization_____

Address_____

City_____State_____Zip_____

Phone ( )_____

SECTION II

ORGANIZATION TYPE:

Public Sector

___National
___State
___County

Non-Profit Sector

___Advocacy-Public Service Organization
___Foundation
___Professional Association
___Clearinghouse/Database

Educational Organizations

___Educational Association
___Research and Development Center
___Cooperative Extension Service

Private Sector (For Profit)

___Business Service Organization
___Business/Industry Association
___Clearinghouse/Database

Educational Institutions

___State Assisted 4-year University
___State Assisted 2-year Branch Campus
___State Assisted 2-year Tech. College
___State Assisted 2-year Community College
___Private 2-year Tech. College
___Private 4-year College/University
___Adult Vocational Center
___Adult Education--Joint Vocational School
___Adult Education--Comprehensive School System

SECTION III

DESCRIPTIVE ORGANIZATION TERMS/TOPICS: (Identify major terms, key words, or one-line descriptions that best depict your organization)

SECTION IV

TARGET AUDIENCE:

Educational Sector

___Elementary educators/students
___Secondary educators/students
___Adult vocational educators/ students
___Postsecondary educators/students

Business Sector

___Potential entrepreneurs
___Existing entrepreneurs

Special Populations

___Women
___Minorities
___Handicapped
___Veterans
___Senior citizens
___Out-of-school youth
___Displaced adults
___Corrections educators/inmates

SECTION V

ORGANIZATION RESOURCES SERVICES:

Print Resources*

___pamphlets
___booklets
___publications
___information searches

Non-print Resources*

___transparencies
___films
___filmstrips
___video cassettes
___audio cassettes

Professional Services

___technical assistance (consultants/support services/speakers)
___counseling
___training
___computerized information services

SECTION VI

DESCRIPTIVE ORGANIZATION RESOURCES/SERVICES: (Identify major terms, key words, or one-line descriptions that best depict the resources/ services available to potential or existing entrepreneurs).

*please list resources by title on page 3, and check corresponding columns

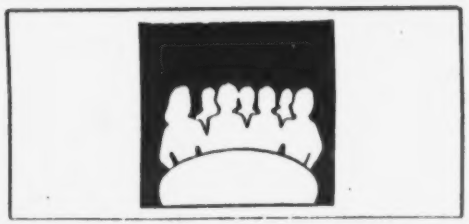
SECTION VII AVAILABLE PRINT AND NON-PRINT RESOURCE INFORMATION:

(please list titles of resources, check all applicable columns, and include cost, if any)

TITLE	Pamphlet	Booklet	Publication	Information Search	Transparency	Film	Filmstrip	Slides	Video Cassette	Audio Cassette	Copyright Material	Public Domain Material	Part of a Series	Stand Alone Item	Supplemental Material Only	Cost (if any)	Other

APPENDIX G

PROJECT BROCHURE



Five leadership awareness and development workshops, "**Entrepreneurship for Ohio's Future**," will be held across Ohio. Entrepreneurship training leaders and resource persons will:

- Share information on respective entrepreneurship programs
- Learn about new initiatives to support small business
- Learn about the resource directory and database developed through this project
- Learn about the activity of the Ohio Entrepreneurship State Task Force
- Discuss several model programs in entrepreneurship education and training
- Discuss ideas for developing new linkages in support of small business in Ohio

The five workshops are scheduled for the following sites:

Canton Oct 25	**Higbee Company** Everhard & Whipple Rds (Northwest Canton)
Columbus Nov 5	**National Center for Research in Vocational Education** 1960 Kenny Road
Cincinnati Nov 8	**Sheraton Hotel** Rt 4 in Springdale
Cleveland Nov 16	**Ford Motor Company** Cleveland Casting Plant
Toledo Nov 30	**United Way** One Stranahan Square

For additional information regarding any of these entrepreneurship resource media, please contact:

The National Center for Research in Vocational Education
Program Information Office
1960 Kenny Road
Columbus, Ohio 43210-1090
(614) 486-3655

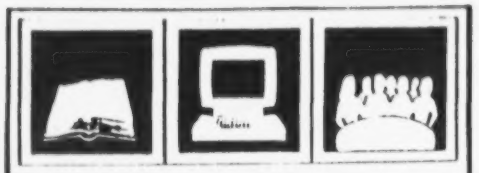
The products and outcomes of this project are a direct result of collaborative efforts of the following organizations:

- **Ohio Division of Vocational Education**, Ohio Department of Education
- **JTP-OHIO**, Ohio Bureau of Employment Services
- **National Center for Research in Vocational Education**

In addition, invaluable assistance and oversight was provided by the Ohio Entrepreneurship State Task Force. For information on activities of the task force, contact:

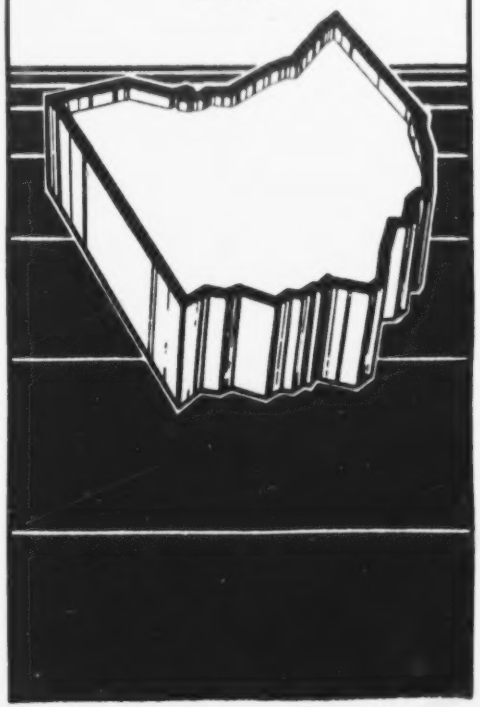
Sonia Price, Chairperson
Ohio Division of Vocational Education
Ohio Department of Education
65 S. Front Street
Columbus, Ohio 43215
(614) 466-3430

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210



ENTREPRENEURSHIP

EDUCATION AND TRAINING IN OHIO



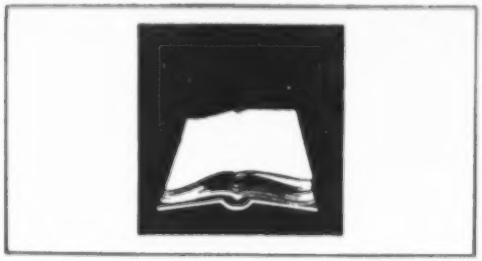
JOBS—Ohio needs them, Ohioans need them.
SMALL BUSINESS—creates jobs, keeps jobs.

Economists, educators, trainers—all agree that the new entrepreneurial (small business) economy now serves as the primary catalyst for the creation, expansion, and retention of business, job and self-employment opportunities.

Recognizing the value small businesses add to the quality of work and life for all citizens, Ohio employment training leaders are initiating a collaborative effort to promote entrepreneurship and self-employment as viable career options in vocational and job training programs.

Sponsored by the Ohio Division of Vocational Education and the Ohio Bureau of Employment Services, the National Center for Research in Vocational Education is preparing three resources designed to help vocational education program planners and job training service deliverers work with all local agencies and organizations providing assistance to small business enterprisers in Ohio. The three entrepreneurship resources are:

- A **Directory** of small business assistance resources
- A **Database** of entrepreneurship education and training resources
- **Workshops** promoting entrepreneurship education and training leadership development

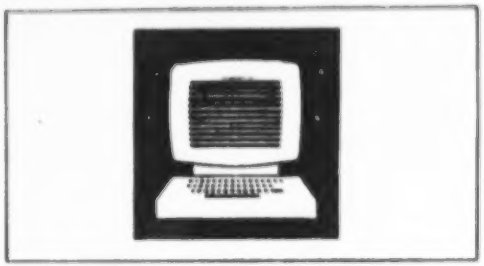


The print directory, ***Entrepreneurship Resources in Ohio***, will include information on statewide organizations and agencies that provide specialized education programs, short-term training, counseling, and general information to small business persons in Ohio.

State and local employment training and vocational and career education planners and service deliverers will find the directory particularly helpful in offering entrepreneurship and self-employment as an education and training option.

Users will find the resources listed in the directory divided into the following categories.

- **Educational Organizations**
- **Government Agencies**
- **Trade Associations**
- **Audiovisuals**
- **Business-sponsored Publications**
- **Commercial Publications**
- **University/Government Publications**



The automated data file, "**Ohio Entrepreneurship Education and Training Database**," will supply information on organizations and institutions that provide local entrepreneurship education, training, and related support services in Ohio.

Local employment training and vocational and career education service deliverers will find the database helpful when designing well-coordinated entrepreneurship/self-employment programs that account for local conditions and contingencies.

Users will be able to access the resource information by the following descriptors:

- **Organization Type**
- **Descriptive Organizational Terms**
- **Target Audiences**
- **Organizational Resources & Services**
- **Descriptive Resource & Service Terms**

Oklahoma

SOUTHEAST OKLAHOMA RURAL ENTREPRENEURSHIP/INDUSTRY
DEMONSTRATION PROGRAM

Introduction

The Southeast Oklahoma Rural Entrepreneurship/Industry Program is a demonstration project established in 1980. Its purpose is to enhance economic growth in the Kiamichi Area Vocational and Technical School District through the coordinated development of small businesses in the manufacturing occupational cluster. The project was initially funded with U.S. Department of Labor funds for the first 9 months of operation and it has been funded since that time with state funds. The project incorporates three components: Entrepreneurship Training and Small Business Management Training, Industrial Incubators, and an Annual New Product and Process Fair.

Project Components

Entrepreneurship Training and Small Business Management Training. Every person enrolled in the area vocational and technical schools identified in the project receives instruction in entrepreneurship concepts. Entrepreneurship training is provided in two phases. Phase 1 provides 6 hours of instruction and exposure to the fundamental concepts, creates an awareness in students, and provides the foundation for long-term development and understanding. It also provides a mechanism for identifying those students with entrepreneurial interests for advanced entrepreneurship training (phase 2, which is 26 hours of instruction).

In addition to the entrepreneurship training, small business management training is provided through seminars on campus and individualized sessions conducted in the local business community. These are provided to existing businesses and to those desiring to start a new business. Small business management training is also provided to owners and managers during the incubation of a business. The entrepreneurship training and the small business management training are designed to not only enhance business development but to reduce business failure.

Industrial Incubators. Industrial incubators are provided at McAlester, Hugo, and Atoka sites located within the Kiamichi Area Vocational and Technical School District. The buildings are 60 ft. x 80 ft., steel construction, and are located on the school campuses. The incubators provide manufacturing facilities and an incubator manager to coordinate initial startup, tooling, and operational activities. When the business can operate independently, they spin out into their own leased or purchased building.

Solicitation of product development and identification of new business startups for incubation is accomplished in several ways. Exposure and visibility provided through the entrepreneurship training and the small business management training are one source for potential future incubation.

A second source includes new business and product ideas identified by Rural Enterprises, Incorporated a nonprofit industrial development corporation that provides marketing, technical, and financial services for the creation of new business and the expansion of existing businesses.

Rural Enterprises serves 25 counties in southeastern and south central Oklahoma, and it works in cooperation with the Kiamichi AVTS District in providing services and assistance for new business incubation. To enhance new product and process development, Rural Enterprises solicits inventors' and entrepreneurs' ideas for evaluation.

Resident specialists with expertise in engineering, marketing, and finance evaluate each idea. Rural Enterprises is able to call upon the resources of federal laboratories including the National Aeronautics and Space Administration (NASA) and the U.S. Army Corps of Engineers to solve technology problems that may be identified. When market potential exists and technology solutions are found, Rural Enterprises has in-house expertise to develop a financial package to start a new business or to expand an existing business, and it can provide assistance in procuring short-term and long-term financing.

When the incubation period of a business is completed, industry and production training is available to potential employees. Management training is designed based on need and is available during and after incubation. The objective is to provide to the owners and managers whatever assistance is necessary and reasonable in order to support and maintain a successful business.

Annual New Product and Process Fair. The New Product and Process Fair is the third major component of the project. It was initiated in 1984 to provide an additional thrust for new products and process development. There are three categories of competition in the fair. They are (1) a problem statement, (2) a problem statement with design, and (3) a problem statement with a prototype. Solicitation of entries is not limited to southeastern Oklahoma. If an idea or invention has potential it can be brought to the area for development and manufacturing. The second annual fair, held in March 1985, doubled its first year's number of entries to 100 exhibits, including 34 prototypes. The fair also attracted approximately 2,000 people who toured the 3-day event.

The fair provides project visibility within local communities and provides another mechanism for soliciting product development and for promoting local involvement in business development and expansion.

Linkages

The program has had state and community participation from the Office of the Governor, Rural Enterprises, Incorporated, Small Business Administration District Office, Oklahoma Department of Economic and Community Affairs, Oklahoma Economic Development Department, and the Choctaw Manpower Training Program. The program has short-term agreements with the Rural Enterprises, Incorporated and the Choctaw Manpower Training Program.

Program Support

U.S. Congressman Wes Watkins' role has been and continues to be creator and innovator of the program. Congressman Watkins created the idea and the State Department of Vocational and Technical Education personnel developed the working plan for the program. The demonstration program continues to promote and build upon the original plans.

Contacts have been made nationwide to businesses, industries, and foundations for financial support through the Rural Enterprises, Incorporated to assist small businesses with specialized equipment purchases, technical consultants, and so forth, for expenditures for which public funds could not be used.

Governor George Nigh and the State Vocational-Technical Education Director, Dr. Francis Tuttle have been supportive of the entrepreneurship program in every way possible by assisting in the original phases of the project and by supporting state appropriated funds to assist with the skills training portion of the program.

Governor Nigh was instrumental in organizing economic development for the state as when he was Lt. Governor, and he is recognized for his continued strong commitment for economic development for the entire state during his two terms as the Governor of Oklahoma.

For More Information, contact:

Linda Wilson
Coordinator, Exemplary and Special Projects
Oklahoma State Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074
405-377-2000

Oregon

SMALL BUSINESS ASSISTANCE/DEVELOPMENT CENTERS

Small businesses account for almost 95 percent of the businesses in Oregon and employ 85 percent of all people working in private industry in the state. Failures of small businesses are a cost to the entire community, whereas successful small businesses add to the overall economic health of the state. Recognizing the dependence of the state on the vitality of its small business community, the 1983 Oregon Legislature passed Chapter 825, OL 1983 (HB3002), the Small Business Training Assistance Act. The bill provided $500,000 for the biennium to develop a network of community college-based centers to offer small businesses assistance in developing and improving skills in such areas as marketing, management, and capitol formation. Through the centers, small businesses are linked with college resources, expert resource people in the business community, and other training resources throughout the state.

Fifteen community colleges and three state colleges link small business with resources in the business community and with other training resources throughout the state. Since March 1984, the network has provided long-term counselling to 406 individuals and has had 4,488 people attend training activities.

Eight community colleges have offered the small business and farm management programs for several years. Known as the Minnesota-model, instructors provide a combination of training and management consulting to existing small business and farm owners and managers over a 3-year period. Instruction included a monthly on-site visit to the farm or small business where assistance is given in setting up a bookkeeping system, analysis of the business, and problem solving. Monthly seminars for all participants deal with a variety of topics affecting most of those involved. Seminars are presented by experts such as lawyers, accountants, and other successful entrepreneurs

The Oregon Department of Education is responsible for awarding state grants, coordinating the development of the statewide network, and monitoring the results. Margaret McDonnall Stamps, Business Education Specialist, is responsible for the program's coordination and development.

As required by the statute, a Small Business Assistance Center Advisory Council was formed to guide the development of the center network. Membership of the Council includes representation from the National Federation of Independent Business, Small Business Advocates, the Small Business Administration, SCORE, the Oregon Department of Economic Development, the Governor's Small Business Advisory Committee, as well as several small business owners and operators, community college presidents, and SBAC directors.

In addition to the state grant, Oregon has received, through Lane Community College, an additional $350,000 for the first year from the U.S. Small Business Administration. The SBA program was determined to be close enough to

the objectives of the Oregon centers to justify a merging of the two into a single program that is known as Small Business Development Centers (SBDCs). Oregon has the first community college-based system of SBA sponsored SBDCs in the country.

Institutions involved in the Oregon network include all 13 community colleges and the two community college service districts. Eastern and Southern Oregon State Colleges are providing services contracted through Blue Mountain and Rogue Community Colleges, respectively. Local institutions provide inkind contributions of $1,695,000.

Many institutions are currently offering business assistance services that range from a full complement of small business, rural business, and farm management programs to seminars, workshops, and short courses, to resource libraries, computer demonstration centers, counselling and referral services. Others offer some of these services to one degree or another.

As the state network coordinator and SBA "lead institution," Lane Community College is providing leadership in the development of the centers and coordination of services through the directorship of Edward "Sandy" Cutler. Lane's Business Assistance Center is recognized as one of the most developed programs and, therefore, the model for the state. Several colleges may emphasize special features such as Portland's incubator program and Mt. Hood's international trade emphasis.

Each Center provides a focal point for the coordination of federal, state, and local education and private resources to aid small business owners and operators in dealing with financial, marketing, production, organizational, engineering, technical, and other problems related to the operation of a small business. Small business owners and operators assist in developing feasibility studies, business plans, cash flow planning, and financial statements. The SBA grant has the potential of annual renewal with a considerable increase in funding level.

This model is replicable in other states. For more information, contact:

Margaret McDonnell Stamps
Business Education Specialist
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310
503-378-8569

SELECTED ENTREPRENEURSHIP PROGRAMS

Oregon recognizes the importance of small businesses to the economic well being of the state. The following brief descriptions highlight some model programs being operated in Oregon in support of entrepreneurship.

Oregon Business Week

In its sixth year, Oregon Business Week offers a 1-week program for 300 high school sophomore and junior students of all career interests and 60 teachers that provides an inside look at the free enterprise system and how it works. This is explained by over 150 of some of Oregon's top business leaders. The program is held on a small college campus during the summer and financed by contributions from over 250 businesses, organizations, and individuals. It includes 6 1/2 days of speakers, small group discussions, decision-making games, films, and field trips. Many of the speakers discuss success as an entrepreneur. Sponsorship is provided by Associated Oregon Industries, Oregon Department of Education, Oregon Council on Economic Education, and Western Oregon State College.

Innovation Institute

This project was developed at the University of Oregon under a grant from the National Science Foundation. The Innovation Institute is now a private small business that provides research, evaluation, and counselling to inventors with new innovative ideas.

Entrepreneurship and Home Economics

This current grant develops and field tests curriculum that provides a combination of entrepreneurship and home economic skills along with a framework for lifelong entrepreneurship education.

For more information, contact:

Margaret McDonnell Stamps
Business Education Specialist
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310
503-378-8569

Tennessee

ENTREPRENEURSHIP - A PROGRAM FOR SECONDARY VOCATIONAL STUDENTS

Introduction

In Memphis City Schools, Memphis, Tennessee, a comprehensive approach to the delivery of entrepreneurship education in a local school system was developed. Funding was provided by the Tennessee Division of Vocational-Technical Education from 1982-85, as an exemplary project. The initial leadership was provided by marketing education personnel in facilitating the practice of infusing entrepreneurship in all vocational offerings. Curriculum materials were developed to meet the needs of:

(1) those who will be entrepreneurs and
(2) those who will be dealing with entrepreneurs. Realizing that some students may decide that business ownership is not for them it is assumed that by learning of the success factors and problems of ownership, they will become better and more understanding employees.

Program Goals

1. Introduce students to the concept of entrepreneurship.
2. Present entrepreneurship as a career alternative.
3. Provide students with a basic awareness of the knowledge, skills and attitudes necessary to become a successful entrepreneur.

Instructional Strategy

High school vocational students from all service areas were the focus of the entrepreneurship program. Materials were developed to allow the vocational teacher to use the curriculum guide as a single source of instruction, or the instructor may add or delete content necessary to tailor the curriculum to the needs of the students. Each unit includes a topical outline, suggested strategies and student activities, additional references, and transparency/handout masters.

The program is based on approximately 15 hours of instructional time. This does not include time for suggested student activities. If the instructor chooses to implement all of the suggested student activities, the program will take approximately 25 hours to complete.

Implementation

At the conclusion of the 84-85 school year, the entrepreneurship curriculum has been successfully implemented at twenty different high schools in the Memphis school system. Instruction was included as a part of various classes in Trades and Industry, Home Economics, Marketing Education, and Office Education. Approximately 1,000 students were exposed to the program during its development from 1982-85.

In addition to the ongoing implementation in Memphis, curriculum materials and a guide were distributed to Marketing Educators statewide at the 1984 Tennessee Summer Conference.

Units of Instruction

I. The Nature of Small Business
II. You As An Entrepreneur
III. Sources of Assistance
IV. Types of Ownership
V. Financing the Business
VI. Business Operations
VII. Advertising and Sales Promotion
VIII. Selling

For more information contact:

Herb Morris, Supervisor
Marketing Education
Memphis City Schools
320 Carpenter
Memphis, TN 38112
901/454-5295

SCHOOL BASED ENTERPRISE...STUDENTS DEVELOPING ENTREPRENEURIAL SKILLS BY OPERATING A BUSINESS VENTURE

Introduction

During the 1983-84 school year, a Memphis City Schools task force examined the concept of "School Based Enterprise" as currently existed in the state of Georgia, Arkansas, and Iowa. The Tennessee Department of Community Education funded a trip for school personnel to visit several existing programs in Arkansas. This group returned with a recommendation to set up a pilot program in the Memphis school system. Secondary Vo-Tech Centers were invited to submit proposals for operating a business venture within the curriculum framework of a specific vocational program in their school. These proposals were to comprehensively describe plans for marketing, operations, organization, and financing of the business venture. In addition, a complete description of strategy for merging the venture into existing curriculum was required. Several centers responded with proposals, and hearings were subsequently held for the Task Force to communicate directly with project planners. In the spring, funding for the project was received from the local system and East Vo-Tech Center in Memphis, Tennessee was selected as the initial pilot school.

Program Goals

Basic criteria are that the program:

1. Must impact the school curriculum.
2. Should improve student entrepreneurial skills.
3. Break even financially, but preferably make a profit.
4. Offer on-the-job training experiences for students.
5. Should not detrimentally compete with local businesses.
6. Should provide students with the opportunity to develop decision-making skills.

Implementation

The Marketing Education class at East Vo-Tech was selected to initiate the program in their Fashion Merchandising class. A fashion boutique was developed around the concept of Color Analysis. Students were trained to provide color analysis services at a very reasonable cost to customers. In addition merchandise was selected to be sold. These products were chosen to compliment the various color/seasons of individual customers. Merchandise included a wide assortment of scarves, sashes, belts, etc. and a variety of jewelry items.

Various vocational programs in the school assisted with such activities as: redecorating, and refurnishing the school store; wiring for special lighting, and sound; production of scarves and sashes; printing of advertising, forms, etc.; setting up and maintaining accounting records; and many others.

Student leaders were selected from classroom performance and guided through the decision-making process leading up to the Grand Opening in November, 1984. A prime consideration was instructional value of each activity. At the close of school in June, 1985, the books indicated a profit with a reasonable return on investment for the first year's operation.

The program Advisory Committee or Board of Directors, as they are called, is quite active in supporting the total entrepreneurial effort at East Vo-Tech.

For more information contact:

Herb Morris, Supervisor
Marketing Education
Memphis City Schools
320 Carpenter
Memphis, TN 38112
901/454-5295

BEGINNING YOUR OWN BUSINESS - A PROGRAM
FOR ADULTS

Program Goals

This program format, used by the Memphis City Schools in Memphis, Tennessee, has been developed specifically for adult classes, utilizing a variety of the available resources and materials cited throughout.

The intent of this program is as follows:

1. Introduce postsecondary students to the concept of organizing, managing and assuming responsibility for a business enterprise.

2. Present entrepreneurship as a career opportunity that is worthy of consideration.

3. Provide postsecondary students with a realistic framework for beginning or improving their own business.

Instructional Strategy

The study of how to begin or improve your own business is as diversified as the study of business administration itself. One needs to be an authority in many fields. Of course, in most cases that is not possible; therefore, this program has been prepared in such a way that it introduces potential entrepreneurs to this study. They should be able to seek additional assistance with confidence from other sources.

This program has been organized so that the instructors might use all or part of it, deleting or adding material at their discretion. The course of study is designed to last from eight to fourteen sessions of three hours each. Each unit stands as a separate topic. It is recommended that the sessions be held at the rate of one per week, that class size be limited to fifteen students, and that the final session be utilized for the awarding of certificates and the completion of student records.

Ideally, the 3-hour session should be divided into 3 parts of approximately 1 hour each. It is suggested that the first part of each session become instructor-oriented, followed by student activities, and/or guest speakers, with an ending period of student questions and answers. Topics for discussion during the next class meeting should be announced at the end of each session. A portion of each session may be used for individualized study supplemented by the "Business Basics Series" from SBA.

Of course, there are many variations and possibilities that could be used in teaching this course, many of which have not been mentioned. These recommendations and suggestions are intended merely as such, and it is sincerely hoped that one will be able to utilize this material in their program.

Implementation

This course has been offered in the evening each semester at a variety of locations throughout the community during the past 3 years. Secondary marketing education instructors have been used for the program. Enrollment has been high for each session and student evaluation has been outstanding. The Small Business Administration has been extremely helpful as a source for printed materials, films, and speakers.

Units of Instructions

I. Introduction to Entrepreneurship and Self-Employment
II. Before Entering the Business
III. Ownership and Control: Which Size Fits?
IV. Financing the Business
V. Legal Matters and Business Ownership
VI. Keeping Accurate Business Records
VII. Financial Management
VIII. Government Regulations
IX. General Business Management
X. Marketing: Planning and Strategy
XI. Managing Human Resources
XII. Risk Management
XIII. Resources for Managerial Assistance

For more information contact:

Herb Morris, Supervisor
Marketing Education
Memphis City Schools
320 Carpenter
Memphis, TN 38112
901/454-5295

ENTREPRENEURSHIP - A SPECIALIZED SECONDARY EDUCATION PROGRAM FOR ADVANCED MARKETING EDUCATION STUDENTS

Program Goals

This program, located at Central High School, Memphis, Tennessee, was developed specifically for a specialized marketing education class, utilizing a variety of resources and materials. Funding for curriculum development was provided by the Tennessee Division of Vocational-Technical Education from 1982-85, under an exemplary project grant.

The intent of the curriculum is to:

1. Identify the participants in and the products of an economic system.
2. Describe the role of competition in our free enterprise system.
3. Discuss the impact of economic competition on American life.
4. Assess the advantages and disadvantages of being an entrepreneur.
5. Introduce advanced secondary Marketing and Distributive Education students to the concept of organizing, managing, and assuming responsibility for a business enterprise.
6. Present entrepreneurship as a career opportunity that is worthy of consideration.
7. Provide advanced secondary Marketing and Distributive Education students with a realistic framework for beginning their own businesses.

Instructional Strategy

This program has been developed for students who have successfully completed one year of Marketing Education and are interested in entrepreneurship as a career option.

The curriculum has been developed to allow the teacher to use it as a single source of instruction or to add or delete any content necessary to tailor the program to individual needs. Each unit includes a topical outline; suggested teaching strategies and student activities; additional references and transparency/handout masters.

The program is based on one hour of instruction per day for the entire year. A special outline is given as a suggestion for six weeks teaching. At the conclusion of the study a special project is given. Students will have time to complete this during the remaining six weeks in school. The simulation allows the students to be involved in the planning and decision-making that is an integral part of beginning a business.

There are many variations and possibilities that could be used in teaching this course. These recommendations and suggestions are intended merely as such, and it is sincerely hoped that one will be able to utilize this material in their program.

Implementation

At the conclusion of the 84-85 school year, this pilot program has successfully completed three years of operation. Class enrollments have averaged 25 students for a total of 75 during the three year period.

Units of Instruction

I. What is Economics?
II. Economics and Free Enterprise
III. The American Economic System
IV. Business and the American Economy
V. Preparing To Be An Entrepreneur
VI. Becoming An Entrepreneur
VII. Being An Entrepreneur
VIII. Project: Owning Your Own Business

For more information contact:

Herb Morris, Supervisor
Marketing Education
Memphis City Schools
320 Carpenter
Memphis, TN 38112
901/454-5295

THE INCUBATION CENTER CONCEPT: SIGNIFICANT CHARACTERISTICS

Incubation Concept

Incubation centers have been around for about 20 years but have only recently begun to enjoy a great surge in popularity. Presently there are more than 80 operating across the nation with another 50 estimated to begin operation in the next year. The majority of the present operating number have come into existence since 1980.

The purpose of this paper is to discuss significant characteristics of incubation centers operating across the country based on the findings of the research team established to examine policies for the formulation of the Incubation Center in Nashville, Tennessee. I will go further to indicate how the team's research findings were incorporated in the total design of the Nashville Incubation Center.

The Nashville Incubation Center Policy Team identified and contacted 18 centers. Examining these centers and reviewing all of the literature available on incubation centers, it was easy to determine that: No two incubation centers are organized or funded alike. They range from 20,000 to 1.5 million square feet in size; they usually occupy renovated buildings, from schools to idled textile plants to abandoned railroad property. Sometimes, however, new facilities are established such as pre-fabricated structures.

Some are initiated by local governments, some by non-profit organizations and others by universities who use the centers as a training ground for students. Still others are established by corporations or private developers who see a chance to make a profit while at the same time help the community.

Funds may come from private sources, venture capitalists, foundations or local, state or federal governments.

In an in-depth investigation of the 18 centers, it was possible to identify many significant characteristics in terms of the internal operations of the centers. These can be categorized into 6 grouping - the selection process, center administration, performance evaluation, services provided, service costs, and center history.

Summarizing our findings in this regard, the following was determined: The type of business seems to be an important factor in the selection process. A large majority of the centers prefer hi-tech firms or manufacturer oriented firms. Some service type firms were found in incubation centers . Almost no wholesale or retail organizations were identified. The legal form of ownership was not an important determinant for selection. Some incubation centers have policies limiting the number of employees. Financial stabilities were not found to be an overriding consideration for acceptance; ideas and growth patterns seemed to be more important.

In most cases the review procedure was loose and informal. The review procedure like the application process was instructured.

Incubation operations have little organizational structure. All have boards of directors comprised of small business owners, bankers, attorneys, etc. and members of the public sector. Each center has a director or manager and in many instances they are part-time employees. Little formal planning and budgeting was found.

The number of firms being served by centers range from 3 to 100. Most centers are being utilized to full capacity with only a few having no waiting list. Most of the surveyed incubators report from 7-150 jobs having been created.

Professional consultation is much more prevalent than training programs and some centers provide consultation free of charge. This counseling is usually done by center personnel, local businesses, SBI, SBDC, Score-ACE programs. Incubators affilitad with universities tend to use faculty and students on a contractual basis.

There is a great variation in the rental charge for space in incubation centers ranging from $1.00/square foot to $10/square foot annually. In most cases rental space was less than market value.

All in all, the failure rate of tenants was found to be drastically lower than normal small business failure rates.

The Nashville Model

From our research findings, the Nashville Incubation Center was born. The Nashville Center is a joint effort between TSU and the Tennessee Valley Authority with the TVA providing $1,050,000.00 in funding. The Nashville Center will be located across from the Downtown Campus of Tennessee State University and will be housed in a 18,000 square foot pre-fabricated Butler type building.

The Nashville Model consists of the following major components.

Center Administration

To oversee the operations of the Nashville Center (called the Nashville Private Enterprise Incubation Center), a not-for-profit corporation called Growth Enterprise Nashville, Inc. (GENI) was established.

A Board

A formal board comprised of representatives from the Nashville public, private, and voluntary sectors was formed. Twenty-four individuals are on the Board.

A Director

An Assistant Director

Secretary

Services & Facilities

The Nashville Incubation Center will have a total of 10 bays located in a Butler type building. The facility will consist of 6 bays with 2,000 square feet and 4 with 1,000 square feet.

The center will provide bay space, a loading dock, a central office with secretarial assistance, water, electricity, sewer, some janatorial assistance, heating, and consultation assistance from the Small Business Development Center.

Costs to Tenants

Costs are based on square footage and graduated by year of occupancy.

Year 1 ..... $3.00/square foot
Year 2 ..... $3.50/square foot
Year 3 ..... $4.00/square foot

Selection Procedure

Manufacturing and Selected Service businesses will be considered. No retail or wholesale firms will be accepted. A business plan is required of all applicants and firms accepted may have no more than 20 employees.

Performance Evaluation

Performance evaluations are conducted by the Director quarterly and yearly by a Committee. The business plan, MBO's and growth are measured and evaluated.

The maximum tenure is 3 years with possible extension by the Board.

Replicability

Small business incubators represent a unique opportunity for communities across the country to support entrepreneurship and local economic development. Incubators aim to encourage the start-up and enhance the survival prospects of new ventures, recognizing the vast potential of such new business development for economic revitalization.

Small business incubators provide a more sheltered and protected environment where a new or growing firm can learn from its mistakes and preserve its capital in order to survive. This environment usually features inexpensive, small, flexible spaces for rent; a centralized core of commercial business services; and productive interactions with the facility; manager, outside resources, and other tenants.

Incubation buildings are a significant economic development tool. Despite its many advantages, however, the business incubator is not a panacea for all the difficulties an area might have in encouraging new business start-ups. The following is a sampling of the arguments for and against the incubator concept:

Pros

- Permits new enterprises to develop without the excessive financial burden of infrastructure overhead;
- Provides an economical means for "one-stop" delivery of technical assistance and R & D services to occupants of the facility;
- Is a highly visible indication that the community is encouraging small business start-ups, and provides a focal point for advanced technology development;
- Contributes to community economic revitalization not only through job creation, but also through the use of vacant commercial or industrial buildings and schools; and,
- Encourages private sectors initiatives and helps to strengthen partnerships between the business community, research universities, government, and other groups.

Cons

- Start-up costs for small business incubator facilities are high;
- There is a high risk of failure associated with new business start-ups;
- Financing for the facility is often difficult to obtain, and venture capital for new small businesses is not readily available; and,
- Unless the industries occupying the incubator are the first in the region, they may be criticized for being subsidized and duplicative with local competing industries.

While these critical factors of high-initial costs, high risk and the potential for excessive competition need to be taken into account, incubators can be successful in many different types of communities--both large and small.

Just as incubators nurture small businesses, incubators themselves are in a nurturing phase, being nurtured by researchers and practitioners. The incubator concept will certainly expand and further studies will be needed.

But for now, this is the stage of development in the incubation of incubation centers.

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Wisconsin

MODEL PROGRAMS FROM WISCONSIN

Information received from Wisconsin describes courses being delivered at postsecondary institutions around the state as follows:

- North Central Technical Institute's "Entrepreneurship I" program
  - Small Business Advertising
  - Legal Advice for Small Business
  - Accounting for Small Business
  - Advertising Layout for Small Business
- Waukesha County Technical Institute's "How to Start Your Own Business" course
- Morain Park Technical Institute's "Small Business Operation" telephone conference course

Contact information is provided for each course.

ENTREPRENEURSHIP I

NORTH CENTRAL TECHNICAL INSTITUTE

Entrepreneurship I at North Central Technical Institute consists of four selected courses that have been designed for potential and established entrepreneurs. The overall objective of these courses is to equip participants to better manage small businesses. The course content ranges from orientation to entrepreneurship to hands-on practice. The target audience is postsecondary and adults.

A description of the following courses is presented.

- Small Business Advertising
- Legal Advice for Small Business
- Accounting for Small Business
- Advertising Layout for Small Business

Contact information for each course is provided at the end of each course description.

Small Business Advertising

Small Business Advertising is a 6-hour course designed to give the participant a current overview of advertising, the types of media available, and suggestions as how to plan and budget for advertising. The course emphasizes techniques used by small businesses. Participants are charged a fee of $4.75 for the course. By the end of the course, participants will be able to do the following:

- Demonstrate an appreciation of the importance of advertising
- Identify facts about the different advertising media that will aid him or her in making intelligent decisions
- Use the different forms of advertising budgets
- Develop an advertising plan
- Understand the basic functions of an advertising agency

A course outline is presented on the following pages.

COURSE OUTLINE

Content	Specific Objectives	Resources
I. Advertising overview		Refer to "Small Business Advertising," Ohio Distributive Education Materials Lab, for transparencies and handouts.
A. Welcome and introductions		
B. Purpose of course		
C. Advertising overview 1. terms 2. purpose for advertising 3. types of	To understand the types of advertising media, terms, and purposes	
D. Recent developments 1. motivation 2. professionalism 3. mass markets 4. artistic 5. advances	To know the recent developments in the advertising area	
E. Legal guidelines	To understand the laws regulating advertising	
F. The advertising agency	To identify the workings of an advertising agency in relation to purpose, fees, and selection of agency	
G. The fees charged by the agency		
H. Guides to selecting an agency		

COURSE OUTLINE--Continued

Content	Specific Objectives	Resources
II. Advertising media		
A. Newspapers		
1. Introduction to newspaper advertising 2. Advantages of newspaper advertising 3. Weaknesses of newspaper advertising 4. Purchasing newspaper space 5. Newspaper rates 6. Choosing a day to advertise 7. Checking ads 8. Summary	To identify the characteristics of newspaper advertising and what a small business should look at	
B. Direct mail		
1. Introduction 2. Advantages of direct mail 3. Disadvantages of direct mail 4. Types of direct mail advertising 5. Direct mailing lists 6. Building a list 7. Costs 8. Summary and close	To identify the characteristics of direct mail advertising and the costs and lists involved	
C. Radio advertising		
1. Introduction 2. Facts about radio 3. Advantages of radio advertising	To identify the characteristics of radio advertising and the considerations a retailer should make	

Content	Specific Objectives	Resources
4. Disadvantages of radio advertising		
5. Considerations to be made		
6. Types of radio advertising		
7. Choosing a program		
8. Choosing time for your commercials		
9. Pointers on writing radio advertisements		
10. Summary and close		
D. Television advertising		
1. Introduction	To identify the characteristics of television advertising in relationship to costs, limitations, types, and so forth	
2. Qualities of a good commercial		
3. Effect of a good commercial		
4. Advantages of television		
5. Limitations		
6. Types of commercials		
7. Guidelines to successful television advertising		
8. Costs		
9. Summary		
E. Outdoor advertising		
1. Introduction	To determine the functions, purposes, types, costs, and so forth of outdoor advertising	
2. General purposes of outdoor advertising		
3. Types of outdoor advertising		
4. Advantages of outdoor advertising		

COURSE OUTLINE--Continued

Content	Specific Objectives	Resources
5. General considerations in deciding on outdoor advertising 6. Outdoor advertising rates 7. Summary		
F. Specialty advertising		
1. Introduction 2. Three classes of specialty advertising 3. Advantages of specialty advertising 4. Guides for selecting specialities 5. Summary and conclusions	To determine the types of and functions of specialty advertising available to small businesses	
G. Yellow pages		
1. Characteristics 2. Summary	To identify the characteristics of advertising in the yellow pages	
III. Budget and planning	To set up and use an advertising budget and plan in a small business	
A. Introduction		
B. Approaches to completing an advertising budget		
C. How to stretch your advertising dollar		
D. The advertising plan		

COURSE OUTLINE--Continued

Content	Specific Objectives	Resources
E. Developing the advertising plan step by step		
F. Summary		

For more information, contact:

Ronald Schubert
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North Central Technical Institute
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Legal Advice for Small Business

Legal Advice for Small Business is a 9-hour course designed to give small business owners the type of legal advice that they may need to be successful. The course covers tax considerations, accounting systems, contracts, policies, and the rights of small business owners. Participants are charged a fee of $6.60 for the course. By the end of the course, participants will be able to do the following:

- Determine what form of business is appropriate when considering taxes
- Identify performance factors and accounting systems to measure the success of a business
- Understand the legalities involved with contracts, employer-employee relations, credit and collection, and lien rights

A course outline is presented on the following pages.

COURSE OUTLINE

Content	Specific Objectives	Resources
I. Choosing a form of business in relation to taxes	To determine the tax advantages and disadvantages of a proprietorship, a partnership, and a corporation	Internal Revenue Code 61 and 162
A. Introduction		
1. tax avoidance vs evasion		
B. Basic forms of doing business		
1. tax advantages for proprietorship, partnership, and corporation		
C. Nontax aspects of a sole proprietorship	To determine the nontax aspects of the basic forms of doing business	
D. Nontax aspects of a partnership		
E. Nontax aspects of a corporation		
F. Tax aspects of a sole proprietorship	To determine the tax aspects of the basic forms of doing business	
G. Tax aspects of a partnership		
H. Tax aspects of a corporation		
I. Steps to forming each type of business	To understand the ways and means to form each type of business	
1. tax analysis 2. articles of incorporation, forms, laws, and so forth		

COURSE OUTLINE--Continued

Content	Specific Objectives	Resources
II. Measuring success	To measure the success of a business by identifying key performance factors	Guest Speaker
A. How to measure success		
1. key performance factors		
2. adjustments		
B. Bookkeeping and accounting systems	To measure success with accounting systems	
C. Financing your business	To identify the techniques that can be legally used to finance a business	
III. Rights and policies		
A. Sales contracts	To understand the legal aspect regarding contracts	
1. statutes		
2. clauses		
B. Employer-employee relation	To determine the effect of legal rights on small businesses	
1. legal rights		
2. honesty		
C. Credit and collections	To handle credit and collections in operating a small business	
1. trends		
2. accounts receivable		
3. bad debt collection		
D. Lien rights for small businesses	To know what the lien rights are for Wisconsin small businesses	
1. Wisconsin lien rights		

COURSE OUTLINE--Continued

Content	Specific Objectives	Resources
IV. Future planning for business and personal property	To plan an estate or business in case the owner dies	
A. If the owner dies		
1. estate planning		
B. Importance of planning ahead		
1. protecting survivors		
2. settling estates		
C. The best estate plan	To develop an estate plan that suits your business and self	
1. will		
2. trusts		
3. marital deductions		
D. Other distinct planning matters	To determine the importance of other planning matters	
1. estate liquidity		
2. title		
3. gifts		
4. costs		
5. relatives		

For more information, contact:

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Accounting for Small Business

Accounting for Small Business is an 8-hour course (four 2-hour sessions) designed for individuals who are presently engaged in small business or who anticipate becoming involved in small business. Topics covered include the need for accounting in a small business, tax reporting requirements, financial statement analysis, and accounting systems. Participants are charged a fee of $5.70 for the course. By the end of the course, participants will be able to do the following:

- Define what accounting is and why it is important to a small business
- Illustrate the use of financial statement analysis both by a creditor and a manager
- Inform the small business manager of tax reporting requirements
- Illustrate various accounting systems used by small businesses

A course outline is presented on the following pages.

COURSE OUTLINE

Content	Specific Objectives	Resources
I. What is accounting?	To define accounting terms related to an accounting system	An introductory accounting text
A. Terminology		An accountant
1. Assets 2. Liabilities 3. Capital 4. Revenue 5. Cost of goods 6. Expenses 7. Debits-credits 8. Statements 9. Income statement (single-multiple) 10. Balance sheet 11. Schedules (receivables, payables, inventories, equipment) 12. Worksheets	To explain the need for financial records and for a system of collecting and reporting financial information To describe the basic principles of financial statement preparation To illustrate the various financial statements and schedules prepared for a business	Publication 17
B. Accounting system		
1. Transaction 2. Journal entry 3. Ledger 4. Trial balance 5. Worksheet 6. Statements		
C. Statement preparation		
1. Uniform information		

COURSE OUTLINE--Continued

Content	Specific Objectives	Resources
II. Financial statement analysis	To define financial statement analysis	
A. Basic statements		
1. Income statement 2. Balance sheet	To examine the basic income statement and balance sheet	
B. Statement analysis	To illustrate horizontal and vertical analysis of financial statements and the need for uniform statements	
1. Vertical analysis 2. Horizontal analysis 3. Uniform statements (importance)	To demonstrate the use of common size statements and ratio analysis	
C. Comparisons		
1. Actual 2. Common size 3. Ratios and percentages		
III. Tax reports and requirements	To explain the tax reporting requirements of a business	
A. Payroll	To define the various payroll taxes incurred by a business	
1. SUTA 2. FUTA 3. FICA 4. Federal income tax 5. State income tax 6. Wage and hour law (state and federal) 7. Employer 8. Employee 9. Employment 10. Self-employed	To explain the coverage of the state and federal wage and hour law To define the employer and employee relationships as distinguished from self-employed	

COURSE OUTLINE--Continued

Content	Specific Objectives	Resources
B. Sales 1. Taxable 2. Nontaxable	To differentiate between personal income and business income for income tax purposes	
C. Income tax 1. Personal 2. Business 3. Receipts (documentation) 4. Revenue 5. Expenses 6. Standard deduction 17 cents per mile	To illustrate the need for documentation for income taxes	
IV. Systems and miscellaneous topics	To explain the difference between single-entry and double-entry systems	
A. Systems 1. Single entry 2. Double entry	To illustrate the various accounting systems from write-it-once systems to computers	
B. Write-it-once systems		
C. Pegboard systems		
D. Bookkeeping machines		
E. Electronic computers		
F. Data processing		

COURSE OUTLINE--Continued

Content	Specific Objectives	Resources
G. Accounting service bureaus		
H. Miscellaneous topics		

For more information, contact:

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Advertising Layout for Small Business

Advertising Layout for Small Business is a 6-hour course. Participants are charged a fee of $4.75 for the course. By the end of the course, participants will be able to do the following:

- Effectively construct an ad for publication in a newspaper or shopper
- Identify the following concepts: public relations; headline; subheads; copy; illustrations, artwork, and graphics; copywriting; white space

Other areas that might be discussed include budgeting, marketing, television and radio advertising, graphic development, and newspaper policy and rate structure. A course outline is presented on the following pages.

COURSE OUTLINE

	Learning Activities	Objectives	Instructional Aids	Evaluation Criteria
I. 10-20 min.	Conduct final registration for course.	To fill out necessary forms, exchange monies to collect registration fees, give receipts if necessary, take addresses of those to be billed	Forms, fee bag, etc.	Completion
II. 5-10 min.	Take attendance at beginning of each course session.	To allow for better communication and refamiliarize students with each other	Nametags for students and instructor, if deemed appropriate	Communication
III. 10 min.	At first class session, instructor should introduce himself or herself to class. (He or she should relate information on background, professional experience, and advertising experience.)	To gain rapport and respect through self-introduction	Self-introduction--vocal communication	Communication
IV. 10-30 min.	Students introduce themselves and give a brief description of their expectations of the class. (Students should express their personal needs for skill development in the area of advertising. It might be beneficial to have students write down and	To have students make self-introductions	Self-introductions--vocal communication	Communication

COURSE OUTLINE--Continued

	Learning Activities	Objectives	Instructional Aids	Evaluation Criteria
	hand in their expectations and requests.)			
V. 10-20 min.	Have students individually critique an ad before proceeding with instruction. (Allow them adequate time to do so.)	To determine individual skill levels	Overhead transparency or handout	After class evaluate skills
VI. 30-60 min.	Define terms associated with advertising media, list goals of advertising, name factors that determine when to advertise, list advantages and disadvantages of specific media types, evaluate statements on various forms of advertising.	To select appropriate media through identification of advertising goals relating to specific merchandise and marketing areas. To justify the type of media used, its advantages, its costs, and so forth	Lecture, overhead transparencies, visual aids, posters, examples, handouts, discussion	Quiz and discussion
VII. 30-60 min.	Define terms associated with layout and design of print ads, list major parts of ad layout, list characteristics of good headline, good subhead, good copy, good artwork and graphics, good use of white space, effective focal point, etc.; discuss factors	To construct a rough draft of a newspaper ad layout for a small business product and judge its effectiveness. To locate and define parts of ad, location of ads, color design, focal points, and so forth and to implement developmental stages of ad layout.	Lecture, overhead transparencies, visual aids, posters, examples, handouts, discussion	Quiz and discussion Ad layout exercise

COURSE OUTLINE--Continued

	Learning Activities	Objectives	Instructional Aids	Evaluation Criteria
	that identify which part of newspaper ad should be located in, list stages in ad development, construct ad.			
VIII. 20-30 min.	Students will bring in examples of two ads, one poor and one good according to developed skills and learned definitions. Students will present to class their examples.	To evaluate students learned skills	Students perform instruction and make self-presentations	Presentations
IX. optional	Evaluate examples of ads brought in by instructor if it is deemed that additional skill development is necessary.	To sharpen layout skills of students	Lecture, overhead transparencies, examples, handouts	Further discussion
X. 30-60 min. as identified by students	Cover areas identified in first class session by students as learning priorities. (Areas could include: budgeting, advertising scheduling, other forms of media presentation, sales advertising, copyreading, writing, graphic developments,	To develop skill in outlined areas as prescribed by students, more in-depth skill development, increased information, distribution, and discussion	Lecture, overhead transparencies, examples, handouts	Further discussion

COURSE OUTLINE--Continued

	Learning Activities	Objectives	Instructional Aids	Evaluation Criteria
	logos, artwork, and so forth.)			
20-30 min.	If deemed available and appropriate, bring in local print media advertising specialist to discuss local advertising rates, scheduling, policies, etc. (This person could be valuable in answering questions.)			Discussion Written and oral
XI. 10 min.	Discuss bibliography relative to advertising for future reference.		Handout	Discussion
XII. 10 min.	Evaluate course.	To determine performance objectives regarding their relevancy.	Evaluation sheet by North Central Technical Institute	Written and oral

For more information, contact:

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HOW TO START YOUR OWN BUSINESS

WAUKESHA COUNTY TECHNICAL INSTITUTE

This course is designed to present practical information to anyone who is seriously considering starting his or her own business. The underlying intent of the course is to help potential small business owners better understand what it takes to start and manage successfully a small business. The objectives for the course are as follows:

- To understand the personal characteristics of being an entrepreneur
- To discover your personal strengths and how they will help to develop a business
- To understand how to analyze the potential for small business success by conducting a feasibility study
- To understand how to develop a business plan
- To understand the financing of a business and how to secure a loan
- To understand the legal structures of business
- To understand the accounting and record keeping needed to successfully operate a business
- To understand what insurance will be necessary in operating a business
- To learn to communicate to customers using both conventional and creative promotional methods
- To know where to go for help in starting and running a small business
- To expand your knowledge of small business by talking to small business owners

A course outline is presented on the following pages.

COURSE OUTLINE

I. Session one

A. Introduction

B. Overview of course

C. What is an entrepreneur?

1. Entrepreneur quiz
2. "Getting to Know Me" handout
3. Videocassette--"Are You an Entrepreneur?"

D. Introduction to legal structures of business

E. Other ways to acquire a business

1. Buying an existing business
2. Buying a franchise

II. Session two: Is My Idea Feasible?

A. Business idea refinement

1. Describe exactly
   a. Nature
   b. Specific line of product/service
   c. Who
   d. How offered?
   e. Image

2. Specific objectives
   a. Financial
   b. Good life

B. Essential requirements

1. Equity/collateral
   a. Banks
   b. SBA
   c. Others

2. Ability to risk personal resources

3. Legal blockades
   a. Product
   b. Licenses
   c. Local
   d. Customer/employee liability

4. Location

C. Test idea against the following:

1. Management capabilities

a. Technical skills
b. Marketing competency
c. Financial competency
d. Personnel competency
e. Overall management ability

2. Market determination

a. Industry trends
b. Potential market area
c. Information on market area
d. Methods to estimate demand
e. Project sales

3. Legal/political constraints

a. Laws and regulations
b. Legal form of business

4. Aesthetic/ethical considerations

5. Physical development--capital budget

a. Land and building
b. Furniture and fixtures
c. Equipment

6. Financing/operating budget--operating expenses

D. Information analysis videocassette--"How Much Capital Will You Need?"

III. Session three

A. Business plan

1. What business am I in?
2. What services do I provide?
3. Who will buy?
4. Who is my competition?
5. What merchandising methods will I use?

6. How much money is needed to operate my firm?
7. How will I get the work done?
8. When should I revise my plan?
9. Where can I go for help?

B. An outside attorney gives a short presentation and then opens the class to a question and answer session. Some of the topics covered are these:

1. More depth on legal structures--especially partnerships and S corporations
2. Effects of marital reform laws in Wisconsin
3. Legal aspects of having employees
4. Introduction to contracts and legal obligations

IV. Session four: Accounting and Record Keeping

A. Methods of bookkeeping

1. Single entry
2. Double entry
3. Cash accounting
4. Accrual accounting

B. Forms that might be needed to begin

1. Application for federal and state I.D. numbers
2. Application for sales tax number
3. Estimated tax form

C. Beginning basics

1. Create a beginning balance sheet
2. Daily methods of keeping information
3. Set up a checking account
4. Deposit cash regularly
5. Pay bills systematically
6. Establish petty cash
7. Keep complete records

D. Employees

1. Hire your own employees
2. Use a temporary employment agency
3. Review all tax forms needed when hiring employees

E. Types of books to keep

1. Combined journal (one-write systems)
2. General ledger
3. Payroll journal
4. Accounts receivable journal
5. Accounts payable journal

F. End of the month

1. Total and prove the journal
2. Prove cash
3. Reconcile bank statement
4. Adjust journal if necessary and post to ledger

G. Financial statements

1. Balance sheet
2. Income statement
3. Pro forma cash flow chart
4. Ratios

H. How to use records to make management decisions

V. Session five

A. Insurance requirements--An insurance agent talks to the class about the following:

1. Liability insurance
2. Multi peril policies
3. Business auto
4. Worker's compensation
5. Employee benefits
6. Business life insurance
7. Retirement

B. Marketing concepts

1. Customer is all-important
2. Market research
3. Strategy
4. Target markets

5. Market mix
   a. Products/service
   b. Promotion
   c. Pricing
   d. Physical distribution

6. Reevaluate

C. Promotion

1. Methods of advertising

2. Methods of budgeting for advertising
   a. Percentage of sales
   b. Units of sales
   c. Objectives and tasks

3. Advertising media
   a. Newspapers
   b. Radio and TV
   c. Yellow pages
   d. Billboards
   e. Direct mail
   f. Manufacturers
   g. Others

4. Characteristics and types of ads

VI. Session six

A. Where to go for further help

1. Small business classes at Waukesha County Technical Institute
2. Small business development centers (SBDC)
3. University extension workshops
4. SBA
5. SCORE/ACE
6. Wisconsin small business ombudsman
7. Wisconsin Department of Development
8. Local chamber of commerce

B. At least five entrepreneurs volunteer to form a panel for the class. Each entrepreneur answers the following questions; then the panel answers questions from the audience.

1. How did you get started--where, finances, and so forth?
2. What do you like best about being in business?

3. What do you like least about being in business?
4. What do you see as your future in business?

C. Also, a banker might come in and speak to the group on the following topics:

1. The bank and you

2. The business

- Kind of business

- Degree of risk in that business

- The loan itself
  - Purpose
  - How much and terms
  - Collateral
  - Documentation

3. Your business and you

- How to request a loan
- The three "c's" of credit
- Knowledge of the business
- Your management team
- Your financial statements

For more information, contact:

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SMALL BUSINESS OPERATION

MORAIN PARK TECHNICAL INSTITUTE

Morain Park Technical Institute is comprised of seven campuses located in seven cities: Beaver Dam, Fond du Lac, Hartford, Mayville, Ripon, Waupun, and West Bend. Each site is equipped for telephone conference classes.

Small Business Operation is a 10-week (ten 2-hour sessions) telephone conference course that focuses on the challenges and rewards of owning a small business. Topics include use of the balance sheet and income statement, legal business forms, problems of merchandising, and understanding both the value of planning and the risks involved in managing a small business.

For more information, contact:

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